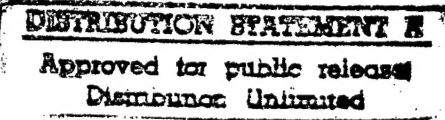


REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.

1. AGENCY USE ONLY (Leave blank)			2. REPORT DATE 30 JUL 97	3. REPORT TYPE AND DATES COVERED
4. TITLE AND SUBTITLE REFLECTIVE STRATEGIES AND THE CONSTRUCTION OF A TEACHING PHILOSOPHY (PRIOR TO STUDENT TEACHING) <i>H</i>			5. FUNDING NUMBERS	
6. AUTHOR(S) SUSAN MORELAND				
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) GRADUATE SCHOOL OF THE UNIVERSITY OF MARYLAND AT COLLEGE PARK			8. PERFORMING ORGANIZATION REPORT NUMBER 97-017D	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) DEPARTMENT OF THE AIR FORCE AFIT/CI 2950 P STREET WRIGHT-PATTERSON AFB OH 45433			10. SPONSORING/MONITORING AGENCY REPORT NUMBER	
11. SUPPLEMENTARY NOTES				
12a. DISTRIBUTION AVAILABILITY STATEMENT 			12b. DISTRIBUTION CODE	
13. ABSTRACT (Maximum 200 words)				
DTIC QUALITY IMPRESSED 6				
14. SUBJECT TERMS			15. NUMBER OF PAGES 266	
			16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT	18. SECURITY CLASSIFICATION OF THIS PAGE	19. SECURITY CLASSIFICATION OF ABSTRACT	20. LIMITATION OF ABSTRACT	

ABSTRACT

Title of Dissertation: REFLECTIVE STRATEGIES AND THE
CONSTRUCTION OF A TEACHING PHILOSOPHY
(PRIOR TO STUDENT TEACHING)

Susan Moreland, Doctor of Philosophy, 1997

Dissertation directed by: Dr. William E. De Lorenzo,
Associate Professor,
Department of Curriculum and Instruction

This study was designed to investigate the development of preservice teachers' philosophy of teaching over a semester period. Five different reflective strategies generated written documents which were examined for distinctive patterns and themes across all cases making up the study.

The participants included seven teacher candidates enrolled in a 15-week foreign language methods course. The culminating event of the course was a microteaching session allowing participants to experiment with their personal philosophies about teaching (presumably captured in the final rendition of their philosophy statement). The reflective strategies (journal writing, case study write-ups, reaction papers, self-analysis of a micro-teaching experience, and portfolio

19970806 088

construction) were implemented as course requirements to help the participants make explicit their tacit and personal thoughts about teaching.

Philosophy statements were written at disparate points in the course. The initial statement represented the prospective teachers' entering preconceptions about teaching, and the final statement represented their collective conceptions about teaching after exposure to the reflective strategies under investigation.

Findings from the cross case analysis of all participants were primarily derived from analyzing the teaching-centered themes within each philosophy statement. The analysis indicated that 75% of the teaching-centered themes in the final statement were present in the initial statement. This high rate of consistency emerged despite the multitude of teaching-centered themes that the participants were exposed to during the course. It also indicated that persistent preconceptions about teaching were largely unaffected during the semester.

Even though the participants and environment of this study were foreign language specific, this research has broad application across multidisciplinary teacher education programs. A high degree of correlation was revealed between the targeted reflective strategies and the themes in the statements--giving credence to utilizing written philosophy statements and reflective strategies to help prospective teachers of any discipline develop, examine, and reexamine their personal thoughts about teaching.

REFLECTIVE STRATEGIES AND THE CONSTRUCTION OF A PHILOSOPHY
OF TEACHING (PRIOR TO STUDENT TEACHING)

by

Susan Moreland

Dissertation submitted to the Faculty of the Graduate School of the
University of Maryland at College Park in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
1997

Advisory Committee:

Dr. William E. De Lorenzo, Chair/Advisor
Dr. Dora Kennedy
Professor Roberta Z. Lavine
Dr. Linda R. Valli
Dr. Shelley D. Wong

© Copyright by

Susan N. Moreland

1997

DEDICATION

To my husband, for his guidance, patience, and love

To my mother, for instilling in me a love for the Japanese language and culture

To my father, for his emotional support and prayers

To my baby daughter, for knowing how to make mommy smile

ACKNOWLEDGMENT

I wish to express my gratitude to the following persons whose contributions made this research possible:

To Dr. William E. De Lorenzo, who was my chairperson and advisor, but more important, my mentor and good friend.

To my committee: Dr. Kennedy, Professor Lavine, Dr. Valli and Dr. Wong, for their encouragement and valuable input, and for being such wonderful role models.

To my very special friend: Su Motha, who gave hours of her personal time to help me with my research.

To the preservice teachers who participated in this study. Their willingness to share their personal thoughts about teaching helped me to become a better teacher.

Finally, to my husband, for his valuable critiques, long hours of proofing papers, and indispensable personal support.

My sincere and deep appreciation to all.

TABLE OF CONTENTS

List of Tables	vii
List of Figures	viii
Chapter I:	
Rationale	
Introduction	1
Unexamined Preconceptions	3
The Role of the Student Teaching Experience and the Methods Course in the Development of Perspectives about Teaching	5
Summary	7
Statement of the Purpose	14
Statement of the Problem	15
Significance	16
Research Questions	17
Definitions of Terms	18
Basic Assumptions	19
Theoretical Bases	22
Limitations	22
Generalizability	23
Type of Portfolio	23
Type of Philosophy Themes	24
Chapter Summary	25
Chapter II:	
Section I:	
Review of Related Literature	26
The Nature of Reflective Thinking	
Summary	27
Instructional Strategies that Promote Reflective Thinking	
Developing Reflective Practice through Writing	36
Journal Writing	40
Reactive Papers	41
Case Analysis: Using Contrived Situations to Promote Reflective Thinking	44
Self-Analysis of Videotaped Microteaching Experience as a Reflective Strategy	45
The Self-Reflective Nature of the Portfolio Process	46
Barriers to Strategy Implementation	49
Summary	51
	54

Section III: Construction of Personal Philosophy Statements	55
Case Studies Using Philosophy Statements	59
Summary	63
Section IV: Conceptual Changes in Professional Development	64
Summary	70
Section V: Examination of Written Documents through Inductive	
Content Analysis	71
Summary	74
Chapter Summary	74
 Chapter III: Methodology	76
Basic Design	76
Research Subjects	78
Research Setting: The Methods Course	82
Instruments	84
Sources of Data	85
Written Data	85
Verbal Data	89
Data Collection Process	91
Written Data	93
Verbal Data	95
Preparations for Data Analysis	95
Data Analysis	97
Physical Changes	98
Thematic Changes	100
Content Analysis	100
Thematic Consistency	101
Cross Case Analysis	102
Reliability and Validity	103
Chapter Summary	104
 Chapter IV: Results and Interpretations	106
Major Research Questions	106
Research Question #1	107
Physical Changes	107
Genie's Word Count	107
Cross Case Word Count	108
Genie's Line-By-Line Analysis	108
Cross Case Line-By-Line	116
Thematic Changes	121
Genie's Averaged Thematic Changes	121
Cross Case Averaged Thematic Changes	123
Thematic Consistency (Between Original and Final Themes)	123
Cross Case Changes in Original Themes	125
Cross Analysis of Participants' Philosophy Themes	127

Research Question #2	131
Data Source Consistency (Between Written Products and Final Statements)	131
Genies' Data Source Consistency	131
Cross Case Data Source Consistency	133
Research Question #3	138
Chapter Summary	143
 Chapter V: Summary, Conclusions and Implications	144
Summary of the Study	144
Findings	146
Conclusions	153
Implications for Research and Teacher Education	156
Recommendations for Future Research	159
 Appendices	
A College of Education Knowledge Base	161
B Endnotes	162
C Philosophy Statements	165
D Peer Feedback Form	182
E Initial Questionnaire	183
F Final Questionnaire	184
G Initial Interview Protocol	186
H Final Interview Protocol	187
I Consent Form to Participate	188
J Post Survey Results	189
K Overall Analysis of Written Documents	191
L Physical Changes/Line-By-Line Analysis	198
M Teaching Centered Themes from Participants' Philosophies	220
N Teaching Centered Themes Not Mentioned by the Participants	226
 References	241

LIST OF TABLES

1.	Physical Change : Word Count	109
2.	Physical Change: Line-By-Line Analysis of <i>Genie's</i> Philosophy Statements	110
3.	Cross Case Analysis of Physical Changes	118
4.	Teaching Centered Themes from Genie's Initial, Mid-Semester and Final Philosophy Statements	122
5.	Cross Case Changes in Original Themes	126
6.	Cross Case Analysis of Participants' Philosophy Themes	128
7.	Overall Analysis of Genie's Written Documents	132
8.	Cross Case Data Source Consistency	135
9.	Other Teaching Centered Themes Not Mentioned in Genie's Philosophy Statements	136
10.	Final Questionnaire Results	139
11.	Post Survey Results	142
12.	Synopsis of Physical Change Results	148
13.	Synopsis of Thematic Change Results	150
14.	Synopsis of Data Source Consistency Results	152
15.	Synopsis of Survey Results	154

LIST OF FIGURES

1.	Data Collection Activities	92
2.	Map of Data Analysis Process	99
3.	Cross Case Averaged Thematic Changes	124

CHAPTER I

Introduction

In the context of preservice education, prospective teacher candidates enter programs with diverse views about teaching and learning that are intrinsically based in beliefs, attitudes, and ideas developed during their individual life experience. For instance, a common view held by many preservice teachers is that “teaching” is simply the act of showing or telling, while “learning” essentially centers on children memorizing the taught material (Levin & Ammon, 1992; Calderhead, 1992). Lasley (1980) provides another example of the most commonly held beliefs by preservice teachers and these include: (1) teaching is a rewarding and fulfilling career; (2) teacher education courses do little to prepare teachers for the real classroom; and (3) people who like children are effective teachers.

According to Clark (1988), such narrow views expressed above about teaching and learning are the result of “thousands of hours of observation of teachers, good and bad, over the previous fifteen or so years” (p. 7). Similarly, Lortie (1975) asserts that teacher candidates, having observed classroom teaching for sixteen continuous years, use certain “remembered” teachers as models for their future teaching. Lasley (1980) expanded the above views to include observations that preservice teachers’ beliefs about teaching are “acquired and fostered through schooling, through the informal observations of others, and through the folklore of a culture” (p. 38).

Throughout the literature, similar explanations exist strongly implying that preservice teachers’ prior life experiences play a major role in determining how they will

view their teacher preparation experience, as well as influence the way in which they will begin teaching. With the above in mind, one of the essential goals of teacher education programs should be to help teacher candidates overcome what Lortie (1975) refers to as the “apprenticeship of observation undergone by all who enter teaching” (p. 67). He describes it as a kind of socialization process that takes place during the individuals’ lifetime in which they become deeply ingrained with preconceived notions and images about what it means to become a teacher.

Depending on one’s definition, these deeply ingrained preconceptions could also be referred to as a subset of such commonly used terms including beliefs, convictions, attitudes, images, notions, intuitive screens, perceptions, personal theories, ideologies, opinions, personal practical knowledge, implicit theories, conceptions, dispositions, or orientations (Richardson, 1996; Pajares, 1992).

Since preconceptions about teaching are often implicit in nature, and unless provided with opportunities to explicitly examine them during teacher education programs, preservice teachers can virtually leave the program without ever having to develop, defend, or confront their personal beliefs, theories, prejudices, values, and attitudes about teaching. For these reasons, teacher educators need to provide structured opportunities during coursework and field experience to carefully probe the preservice teachers’ thoughts, ideas, and past experiences relative to teaching. These components are a major force in guiding and shaping the prospective teachers’ pedagogical knowledge and may help to identify barriers to be overcome.

Rationale

Bullough and Gitlin (1989) note that for years the emphasis on teacher training was placed “first and foremost . . . on obtaining technical competence in mastering the skills of teaching” (p. 286). Under this premise, preservice teachers are viewed as the “passive recipients of knowledge” (Clarke, 1995), the “consumers, not producers, of knowledge” (Smyth, 1987), or as Bullough and Gitlin (1989) stated, “shapeless raw material” (p. 286). O’Loughlin (1990) notes that the “technical and rational focus on prescriptive planning and teaching serve to confirm students in their existing unexamined view of teaching, and offer them the simple technical solution they hunger[ed] after” (p. 8-9). Consequently, under this approach to teacher education, there is no reason or need to “help the beginning teacher articulate a teaching philosophy, consider how teacher histories shape practice, or examine educational aims” (p. 286).

In recent years, as an alternative to the abovementioned approach, many teacher education programs (Ross, Johnson, & Smith, 1992; Applegate & Shaklee, 1992; McCaleb, Borko, & Arends, 1992; Putnam & Grant, 1992; Ciriello, Valli, & Taylor, 1992) have turned to “reflective thinking” or “reflection” as the fundamental learning goal for their students. As it applies to this study, the act of reflecting--specifically, the notion that teacher candidates are consciously engaging in reflective thoughts about teaching--would enable preservice teachers to make explicit their implicit preconceptions about teaching. Moreover, this type of reflective inquiry as a “conscious formulation” is based on Dewey’s (1910) comment: “the implicit is made explicit; what was unconsciously assumed is exposed to the light of conscious day. In this way, the root of

the misunderstanding is removed" (p. 214-215). Educators who advocate a similar view (Tabachnick & Zeichner, 1991; Goodman, 1988; Adler, 1984; Ross, Johnson, & Smith, 1992; Calderhead & Robson, 1991; Cole, 1989; Kettle & Sellars, 1996; Johnson, 1994; Ross, 1988; Tardif, 1985) have "long suggested that self-reflection provides personal understanding and helps individuals evaluate and modify their own thinking" (Pajares, 1993, p.47). Calderhead & Robson (1991) posit that given the opportunity to critically reflect upon and analyze personal thoughts and ideas about teaching, teacher candidates gradually develop the ability to "build a coherent, enlightened integrated body of knowledge that will inform, and in turn be informed by, classroom practice" (p. 1). Similarly, Armaline & Hoover (1989) state that empowering preservice teachers with the skills of critical reflectivity would bring "to consciousness [their] belief systems that allow meaning to be made, [while] questioning those belief systems in light of the grounds that support or refute them" (p. 42). According to Bullough & Gitlin (1989), it is this "critical orientation to reflectivity [that] seems to hold the most promise for confronting the structures and ideologies that underpin the training orientation to teacher education"(p. 288-289).

In the following sections, supporting literature is presented that explains the importance and need for critical examination of the preconceptions about teaching held by preservice teachers enrolled in professional education programs. The reasons that the introduction of these reflective practices prior to the student teaching experience is crucial are also examined. The underlying assumptions for this discussion are based on Strickland's (1990) belief that there is a need for teacher educators to provide preservice

teachers with opportunities to explore their philosophies of teaching because “many students leave methods courses with no orientation or philosophy”(p. 12), and on Greene & Campbell’s (1993) assertion that “it is the total teacher education program [not just the practicum] that contributes significantly to the process of becoming a teacher” (p. 31).

Unexamined Preconceptions

Preservice teachers’ prior life experiences can play a major role in determining how they will view their teacher preparatory experiences, as well as the way they begin teaching. As a result, many teacher education programs have begun to incorporate some kind of reflective or critical thinking component into their programs to enable both the teacher educator and the prospective teachers to explicitly examine the candidates’ preconceptions about teaching.

Pajares (1992) states that recent studies have shown that preservice teachers’ preconceptions have a pivotal role “in their acquisition and interpretation of knowledge and subsequent teaching behavior and that unexplored entering beliefs may be responsible for the perpetuation of antiquated and ineffectual teaching practices” (p. 328). Similarly Kagan (1992) cites several studies (Weinstein, 1989; Calderhead & Robson, 1991; McDaniel, 1991) that document the “central role played by such preexisting beliefs/images and prior experiences in filtering the content of education course work” (p. 140). For example, she highlights McDaniels’ study (1991) which found that preservice teachers “tended to relate the content of the course to their own beliefs and prior experiences in classroom . . . [and] neither the content of the course nor the field observations affected their prior beliefs” (p. 133). Goodman (1988) explains

that this phenomenon is due to the formation of “intuitive screens” (preconceptions) through which teacher candidates tend to interpret all of their teacher preparation experiences. Consequently, no matter how logical or sound a new idea or experience presented in a teacher preparation course may seem, preservice teachers will usually reject it if it contradicts their “intuitive screen.” Lortie (1975) states that the danger associated with this phenomenon is that preservice teachers’ actions tend to become “intuitive and imitative rather than explicit and analytical . . . [and] based on individual personalities rather than pedagogical principles” (p. 62). Other dangers that might be associated with unexamined and unchallenged preconceptions include the supposition that preservice teachers will: (1) simply incorporate new ideas into old frameworks (Pajares, 1993); (2) accept beliefs which are unsubstantiated and which will persist throughout their teacher education program (Lasley, 1979); (3) remain unaware of the assumptions on which they operate (McDiarmid, 1990); 4) be unaccustomed to intellectually defending their own ideas and thoughts about teaching (Wilson, 1990); and 5) become teachers who are unable or unwilling to affect an educational system in need of reform because they are simply a reproduction of their past positive school experiences and teachers (Edmundson, 1990).

Collectively, the noted studies indicate that preservice teachers are influenced by “guiding images” from past events that create filters through which new information must pass. Therefore, it is imperative that teacher educators come to understand the importance of providing prospective teachers with structured opportunities to encourage them to articulate their personal theories about teaching, or more simply put, to reflect.

Although reflection can be approached from many different perspectives, for the purpose of this study, it will focus on preservice teachers' attempts to reconstruct past experiences and understanding about teaching. Using this attempt as a goal for reflection, the teacher candidates will be given the opportunities to explicitly identify, examine, reexamine (if necessary), construct, and reconstruct (if necessary) their implicit thoughts, and ideas about teaching. An effective means to organizing such thoughts and ideas in a systematic way would be the constructing of a written philosophy statement. The philosophy statement forces the teacher candidates to write down their beliefs about teaching (even the vaguest belief would require words) and, thus, provide them with an opportunity to critically examine implicit thoughts and ideas more closely. Furthermore, if the philosophy statement concept is utilized during their professional coursework (such as in a methods course), preservice teachers would be able to enter into the student teaching phase of the program with a preservice "operational philosophy."

The Role of the Methods Course and the Student Teaching Experience in the Development of Perspectives about Teaching

According to Strickland (1990), there is a need for teacher educators to provide preservice teachers with opportunities to explore their personal thoughts and ideas about teaching prior to their field experience. He states as an example that many preservice teachers often leave methods courses with "no orientation or philosophy" (p. 1). Similarly, Feiman-Nemser and others (1989), state that methods courses "rarely address students' conceptions of the activity of teaching . . . rather such conceptions are implicit in the methods presented" (p.18). Such observations would indicate that

preservice teachers are not being given the opportunity prior to their field experience to openly examine their personal thoughts, ideas and beliefs about what it means to be a teacher.

Adler (1991), on the other hand, claims that this opportunity does exist intrinsically (without a need for an “external impetus”) within the student teaching phase of the teacher education program because “field based experiences provide a natural basis for inquiry” (p. 145). She adds that “it is not surprising, then, that a number of strategies for promoting critical inquiry among preservice teachers are focused . . .” (p. 145) on this phase of the program. Moreover, the student teaching experience provides the ideal setting to engage in what Sanders & McCutcheon (1986) call “practice-centered inquiry” in which individuals “inquire into their own practice, at least sporadically, and sometimes fairly continuously, through a process of inquiry that is familiar but unremarked” (p. 65). Practice-centered inquiry is generally initiated when an individual is surprised or perplexed about a situation such as “when teachers are surprised by a set of exams, or an unexpected student response” (p. 65). After careful thought about the situation at large, individuals then decide “what to do in the future to improve or to correct that situation . . . and through this means they build up a store of practical knowledge that includes rules of thumb, expectations, and practical theories of teaching” (p. 65). This kind of irrefutable “hands-on” classroom experience is probably why Richardson (1996) comments that “except for the student-teaching element, preservice teacher education seems a weak intervention. It is sandwiched between two

powerful forces-previous life history, particularly that related to being a student, and classroom experience as a student teacher and teacher" (p. 113).

It would appear that the student teaching phase of the teacher education program would provide an excellent environment for encouraging prospective teachers to explore their personal philosophies of teaching. The student teaching experience (also referred to as "practicum," "internship," "field experience," "practice teaching," and the "clinical experience") typically follows a methods course and is often the final phase of the preservice teachers' professional education program. Lortie (1975) refers to this experience as a "mini-apprenticeship of practice teaching" and describes it as being "short and comparatively casual . . . [in which] the practice teacher normally observes the work of an experienced teacher and teaches classes as that teacher sees fit" (p. 59). Goodman & Adler (1985) highlight it as being ". . . the most significant event in the preservice teacher's professional preparation . . . because of the importance of role-playing in the professional development of teachers" (p. 239).

In general, different studies (Lasley, 1980; Newman, 1978; Ryan, Applegate, Johnston, Lasley, Mager, & Newman, 1979) have shown that teachers who have successfully completed formal teacher training programs continually rank the student teaching experience ahead of classroom-taught education courses in usefulness. Lasley (1980), for example, comments that many experienced teachers and their "neophyte counterparts believe that some skills are learned only through experiencing the real classroom [and] . . . cannot be learned until one has responsibility for students" (p. 39). Similarly, Feiman-Nemser & Buchmann (1987) state that the overall experience of

student teaching “holds promise for helping beginners learn because it is experiential [and] . . . offers a chance to teach under guidance, to watch an experienced teacher close up and to find out how he or she thinks about teaching, to get to know children and how they think, to discover what it feels like to be in charge of a class” (p. 256).

However, Bullough & Gitlin (1989) state that the “sheer intensity of student teaching puts a premium on ‘doing’ rather than on examining practice” (p. 291). They further comment that the brevity of the experience combined with its “sheer intensity” results in neophytes focusing on only one thing--survival. Additionally, many educators (Clarke, 1995; Kagan, 1992; O’Loughlin, 1990; Ferguson, 1989; Ross, 1989; Griffin, 1989; Feiman-Nemser & Buchmann, 1987; Tabachnick & Zeichner, 1984; Lortie, 1975) acknowledge that because the student teaching experience is experiential in nature, it can potentially be the source of problems. For instance, Feiman-Nemser & Buchmann (1987) note that familiarity with classrooms and teachers may prevent beginners from searching beyond what they already know and from questioning the practices they see”(p. 256). Griffin (1989) highlighted how some individuals “deep-seated personal beliefs and characteristics” remained unchanged over the course of the student teaching experience. Similarly, Tabachnick & Zeichner (1984) noted that student teachers began their programs “with different teaching perspectives and that significant differences among students remained at the end of the semester” (p. 33), hence essentially concluding that the semester-long experience did not change the student’s views about teaching. They reported “instead . . . students, for the most part, became more skillful in articulating and implementing the perspectives that they possessed in less developed forms at the

beginning of the experience" (Zeichner and Liston, 1987, p. 36). Lortie (1975) typifies the student teaching experience as being comprised of "practice teachers normally work[ing] with one teacher (or sometime a small number) and thus get[ting] a limited view of teaching techniques. . . [and] because of the casualness and narrow scope . . . the student teacher is not forced to compare, analyze, and select from diverse possibilities" (p. 71). Similarly, Salzillo & Van Fleet (1977) indicate that student teaching may not have the effect counted on because:

Rather than opening up the perspective practitioners to the possibility of actualizing their emergent value orientations in the public school room, student teaching has instead an illiberal, regressive effect on the participants causing them to become in Spindler's awkward jargon, 're-affirmative traditionalists'" (p. 28).

Based on a study which explored the professional development of preservice teachers, Kettle and Sellars (1996) also commented that the "practicum, in its present form, does not provide the ideal environment for the trialing of ideas considered central to an individual's practical theory" (p. 23). Specifically, their study revealed that:

students perceived that they were under pressure to conform to current classroom practices. The context of the practicum was also pervaded by the fact that it was assessment based. Students were therefore reticent to try ideas, fearing that mistakes could limit their prospects of a favorable practicum grade. (p. 23)

Finally, Kagan (1992), who evaluated numerous studies focusing on the student teaching experience, concludes that “one finds no systematic effort to encourage novices to make their personal beliefs and images explicit, to study pupils, to compare ongoing experiences with preexisting images, to construct standardized routines, or to reconstruct the image of self as teacher” (p. 150).

As shown, the student teaching experience alone may not be as effective in providing preservice teachers with opportunities to openly examine personal thoughts, ideas and beliefs about teaching. Ferguson (1989) states that “neophytes are unlikely to experience full professional growth unless they are given the opportunity to reflect on how theory fits into their own intuitive understandings and beliefs” (p. 36).

Furthermore, Boud, Keogh, & Walker's (1985) state that:

Even in formal lecture courses we can see the need for students to process the information they have been given, relate this to their previous knowledge, and test their understanding. However, much of the reflective element in these cases has been formalized and procedures have been established which, although they keep students on the task by giving them tests, assignments and tutorial exercises to do, can tend to relieve them of the responsibility for fully relating to their own framework the inputs which they receive. (p. 11)

If professionals are to develop skills in reflective thinking it is important that they be encouraged to do so in their initial training. (p. 39)

Such comments along with the potential problems associated with the student teaching experience have “persuaded teacher educators to begin developing more

purposeful approaches to the methods practicum” (p. 36). Goodman & Adler (1985), for example, posit that the limitations of student teaching “may be overcome through a closer coordination with the methods course activities . . . as well as by having students participate in structured inquiry and reflection about the curriculum and practices of schools” (p. 239). Freppon & MacGillivray’s (1996) study in which a literacy methods class was expanded “to include students thinking about themselves as teachers prior to student teaching” (p.19) found that the teacher candidates were not only “thinking about and making sense of course content” (p. 31), but were becoming “more aware of previously tacit knowledge” (p. 31).

As it relates to foreign language teacher education, Wing (1995) asserts that a methods course can provide preservice teachers with the “unique opportunity to participate in a reflective teaching environment, to observe how a competent professional engages in reflection, and to take part in some of the decision making of the course” (p. 173). Such a methods course would be closely in line with what Johnson (1994) posits should be a “safe environment in which preservice teachers can come to terms with who they are, what they believe, and how they make sense of what they do during second language instruction” (p. 451). She continues by stating that in this kind of environment, preservice teachers can be “encouraged to reconstruct a model of second language instruction that represents their projected images of themselves as second language teachers and of second language teaching” (p. 451).

As shown, a methods course can be designed to provide experiences that will increase preservice teachers’ ability to develop a “habit of reflection” (Dewey, 1904),

--thus, enabling prospective teachers to assess their existing knowledge and beliefs, reflecting on how they relate to the new ideas presented, and rethinking and discussing their ideas throughout the reconstruction process.

Summary

Feiman-Nemser and others (1989) harshly criticize teacher education programs' "lack of attention to prior beliefs and understandings" (p. 18). They explain that this is the reason "why teacher education is such a weak intervention and why teachers often teach as they were taught" (p. 18). Feiman-Nemser and others (1989) continue to argue strongly that without ample opportunities to critically examine and reflect upon preconceptions, the preservice teachers "may complete their teacher education program without having to rethink their most fundamental beliefs" (p. 18).

In summary, ample research has shown that the student teaching experience alone may not provide preservice teachers with sufficient opportunities to explicitly reflect upon one's personal thoughts, ideas and beliefs about teaching. Moreover, even if given that opportunity, it is unlikely that preservice teachers' initial preconceptions will be affected to the degree that they might contrive a personally valid and coherent teaching philosophy. Again, research shows that even when a student is confronted about the efficacy of his beliefs, they might not be alterable. However, the reflectiveness inherent in constructing a philosophy statement may identify the multifaceted barriers that comprise their preconceived notions about teaching. Furthermore, devaluing the student teaching experience because it fails to encourage reflective thinking in individuals is flawed

because, as Greene & Campbell (1993) state, “it is the total teacher education program that contributes significantly to the process of becoming a teacher” (p. 31).

What is needed is better coordination between the methods course (which generally precedes the student teaching experience) and the student teaching phase of the program. That is, a methods course (wherein reflection would be a fundamental goal) could provide students with the much needed “external impetus” (such as journaling and case studies) which would subject their personal thoughts and ideas about teaching to critical analysis. This kind of task would ensure that preservice teachers entering into their student teaching phase possess some kind of personalized “operational philosophy” about teaching.

Statement of Purpose

The purpose of this descriptive case study was to examine the development of philosophy statements constructed by seven foreign language preservice teachers’ prior to their student teaching experience. More specifically, while enrolled in a one-semester foreign language methods course, preservice teachers were exposed to several reflective strategies to encourage them to critically examine and reexamine their personal philosophies. A major purpose was to determine which reflective strategies had what kind of impact on the development of individual thinking about teaching and to detect changes that might have occurred over the semester. Furthermore, other data sources were correlated with the content of the philosophy statements to establish consistency.

Statement of the Problem

This study evolved out of a desire to gain knowledge about how effective certain reflective strategies were (used in a methods course just prior to student teaching) in propelling preservice teachers to examine and reexamine their personal thoughts about teaching. Indeed, if Strickland's (1990) comment that many preservice teachers often leave methods courses with "no orientation or philosophy" (p. 1) is true, it is an indictment of the content of methods courses. More specifically, the method's curricula should encourage preservice teachers to develop their personal theories about teaching into a personalized operational philosophy. This then would serve as a good philosophic "starting point" as they enter the final phase of their professional training--the student teaching experience. Otherwise, students will have to depend on Goodman's (1988) description of an "intuitive screen . . . [to serve as] an orientation point from which they [will make] sense out of the activities and ideas presented to them" during this phase (p. 130). The all-to-common current scenario is that when faced with a challenge or an unfamiliar situation during student teaching, preservice teachers who have not had the opportunity to explore and identify their personal preconceptions about teaching, will more than likely "act first on an intuitive rather than an intellectual level" in response to the situation at large (p. 130).

Teacher educators must come to understand the importance of providing preservice teachers with structured opportunities to articulate their personal theories about teaching prior to the student teaching experience. Clarke (1995) posits that such reflective opportunities will: (1) provide students with "access to a multiplicity of

perspectives" (p. 258); (2) require students to participate in discussions about their own practice resulting in the articulation of "personal theories about teaching and learning" (p. 259); and, (3) encourage "students to entertain uncertainty"--which, in turn, encourages them to reflect upon their practices (p. 259).

Significance

This study has the potential of providing new insight into the importance of designing and incorporating structured opportunities for foreign language preservice teachers to critically examine and reflect upon their personal theories about teaching during both the coursework and the student teaching phases of professional development. More importantly, this study demonstrates to teacher educators across all disciplines, the impact that a single methods course (which utilizes various reflective strategies) can have in not only providing opportunities for students to explicitly examine and challenge their implicit preconceptions about teaching but, also in providing the ideal setting to (a) familiarize students with various reflective strategies and tools to encourage continuous inquiry, (b) develop an "operational" philosophy that can be used to guide their actions during the student teaching phase, and (c) encourage students to try out their personal teaching styles and to voice their preconceptions about teaching in a non-threatening and safe environment.

Furthermore, the results of this research support the findings of other similar cognitive studies by: (1) validating the tenacious nature of preconceptions (Goodman, 1988; Lasley, 1989; Weinstein, 1989); (2) acknowledging the effectiveness of writing (e.g., philosophy statements, journal entries, case study write-ups) as a means to capture

individual thoughts--whether it be reflective or superficial (Perl, 1979; McDiarmid, 1990); and (3) recommending the need for "hands-on" practice (e.g., microteaching and mini-lessons with peers) even during the coursework phase of preservice training (Feiman-Nemser & Buchmann, 1987; Goodman & Adler, 1985).

Research Questions

This study provided preservice foreign language students enrolled in a one-semester methods course with opportunities to construct personal philosophy statements about foreign language teaching while participating in structured activities intended to encourage reflective thinking. Specifically, five disparate reflective techniques were incorporated into the methods course for the purpose of evoking critical thinking about teaching. The main focus of this study was to chronicle the development of a coherent teaching philosophy to determine how and where changes took place, and to identify which reflective strategy was most useful. In this study, the following questions were investigated:

1. How do the preservice teachers' philosophies about teaching change over a one-semester period as analyzed through their individual philosophy statements?
 - a. What was their initial philosophy statement?
 - b. What were their mid- and final philosophy statements?
2. What kinds of statements about teaching are reflected in other written data sources (e.g., journals, reaction papers, case study responses) and are they consistent with the students' latest personal philosophy statements

about teaching?

3. Which reflective strategy appeared to be most helpful in evoking critical deliberations about one's philosophy of teaching?

Definition of Terms

For the purpose of clarification, the following terms have been operationally defined for this investigation.

Artifacts: representative samples of student work or handpicked items placed into a portfolio fulfilling a specific purpose.

Changes: used interchangeably with "conceptual changes." For the purpose of this study, rather than providing a definition (which places constraints on the term as noted by Gunstone and Northfield, 1992), parameters are offered for identifying changes in preservice teacher thinking about teaching are identified:

- the substitution of one thing for another
- the deletion of items
- the addition of items
- an individual's acceptance of a differing view
- an individual's rejection of a phenomenon in light of new evidence or understanding
- an individual's acceptance of a phenomenon in light of new evidence or understanding

External Impetus: a catalyst to encourage preservice teachers to subject their personal thoughts about teaching to critical analysis. An example of this would be the classroom assignment of writing a philosophy statement or the maintaining of weekly journals.

Initial Philosophy: the best representation of the teacher candidates' preconceptions about teaching written prior to exposure to the reflective strategies under investigation.

It should be noted that all participants had developed a generic Philosophy of Education in a semester prior to the methods course. These statements, however, were not focused on foreign language teaching.

Intuitive Screens: Goodman's (1988) term used to describe preservice teachers' "images of teaching" based upon cultural conditioning.

Methods Course: an important component of a teacher education program designed to provide opportunities for preservice teachers to "learn to teach" prior to their student teaching experience. The foreign language methods course content centers on the exploration, extension, and sometimes transformation of future foreign language teachers' preconceptions about language learning and teaching through such means as reflective inquiry and group cooperation.

Personal Philosophy Statements: the written or verbalized assimilation of preservice students' thoughts and ideas on the pedagogy of teaching. Often referred to as "personal theories"; "implicit theories"; "perspectives"; "personal constructs/epistemologies"; "personal theory papers"; "images of teaching"; "personal practical knowledge"; "theory of education"; or "teaching ideology." For the purpose of this study, a preservice teacher's personal teaching philosophy is defined as the way one projects and supports one's actions in a classroom teaching situation.

Portfolios: a purposeful collection of artifacts over a period of time used as a ready-made reference source for self reflection. It is a product that is never finalized and its maintenance is a never-ending process.

Preconceptions: often tacit and unexpressed personal theories held by preservice teachers about the pedagogy of teaching. Depending on one's definition, these preconceptions can also be referred to or included as a subset of more commonly used terms like: beliefs, attitudes, values, convictions, images, intuitive screens, perceptions, personal theories, ideologies, opinions, personal practical knowledge, implicit theories, conceptions, dispositions, or orientations (Richardson, 1996; Pajares, 1992).

Preservice Teacher: a student enrolled in a professional teacher education program. Often interchangeably referred to as the "preservice student"; the "prospective teacher"; the "student teacher"; or the "teacher candidate."

Reflective Thinking: the "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1933, p. 9). For the purpose of this study, it may be used interchangeably with the terms, "reflectivity," "reflection," and "critical thinking." Moreover, it is defined in this study as a proactive mental process whereby the preservice teachers recapitulate events and assignments relative to the origin and consequence of their thoughts about teaching. This process will be used iteratively for the purpose of developing an operational teaching philosophy.

Student Teaching Experience: the opportunity for preservice teachers to intern or practice in an actual classroom with "live" pupils. It is typically the last phase of the preservice teachers' professional teacher education program. Also commonly referred to as the "field experience"; "practicum"; "internship"; "practice teaching experience"; or "clinical experience."

Working Portfolios: a portfolio that contains work samples representative of individual growth or a purposeful collection of student work samples over a period of time, often referred to as “developmental,” “process,” or “student” portfolios. For the purpose of this study, the portfolios which the preservice teachers will construct are referred to as “working” portfolios rather than a “teaching” portfolio. A “working” portfolio is the precursor to the “teaching” portfolio which methods students will begin to develop once enrolled in the practicum phase of their preservice program. In this study, the primary function of the working portfolio is in its use as a tool for self-reflection on professional development.

Basic Assumptions

For the purpose of this study, it was assumed that:

1. Preservice teachers responded honestly to all written and verbal questions from the researcher.
2. Each participant would construct three separate teaching philosophy statements.
3. The participants needed no special instruction regarding how to compose a teaching philosophy statement since all acknowledged having done so in a previous semester course.

Theoretical Bases

The theoretical underpinnings of this study are twofold. First, it is founded in Dewey's (1910; 1933) assumptions about reflective thinking. Specifically, in his proclamation that “active, persistent, and careful consideration of any belief or supposed

form of knowledge in light of the grounds that support it, and the further conclusions to which it tends" are what brings into being individual reflective thoughts.

Second, it is based in Perl's (1979) ideas about utilizing writing as a means of thinking. Perl (1979) states that "writers know more fully what they mean only after they have written it. In this way the explicit written form serves as a window on the implicit sense with which one began" (p. 133). Hence, the philosophy statements along with other written documents (e.g., journals, case studies, reaction papers) are viewed as providing a means for preservice teachers to develop, examine and reexamine their thoughts about teaching which would otherwise be implicit.

Limitations

This section presents the limitations inherit in this research. Specifically, the limitations are: (1) generalizability of the findings to the broader population; (2) the type of portfolio used; and (3) the type of philosophy themes considered.

Generalizability

Three factors inhibit the application of the findings of this research to the general population: (1) the population in this study was limited to seven undergraduate students; (2) all seven participants were females ranging from 22-31 years of age; and (3) four of the participants were non-native English speakers.

Two significant areas of the research: (1) the influence that the various reflective strategies had on individual philosophy statements, and (2) the types of changes documented in the individual philosophy statements were investigated via

a relatively small sample population. After eliminating statistical high and low values of combined comparisons, all of the remaining values fell in a very narrow range. The homogeneity of this small sample can be attributed to the fact that all seven participants were females in the same general age group, and were undergraduates enrolled in the same foreign language teacher education program. Given the opportunity for further investigation with a larger, more varied population, the findings of this study might be generalizable to other students at similar junctures in any preservice education program.

Additionally, because a preponderance of the participants were non-native English speakers, the findings cannot be largely generalized to the broader population who might not be bi- or multi-lingual or otherwise non-native speakers of English.

Type of Portfolio

This study limited the type of portfolio under discussion to the “working” portfolio. Although it was a course requirement (valued at 20% of the final grade), the students were given the freedom to select their own themes, container, and artifacts. Proof of meeting certain course objectives and organizing the portfolios around the six College of Education Knowledge Base categories (see Appendix A) were course requirements.

Type of Philosophy Themes

Due to the sheer number of philosophy themes, the focus of this study was limited to those teaching-centered themes that were identified in the participants’ philosophy statements. The teaching-centered themes are more technical in nature in that

they are focused on teaching responsibilities, behaviors, activities, characters, considerations, techniques, recommendations or advice.

Chapter Summary

Chapter I provided background information in support of the research. The study's rationale was based on Dewey's (1910; 1933) affirmation that individuals need to carefully consider their personal beliefs along with their associated actions and consequences. He posits that this brings into being individual reflective thoughts. Furthermore, the decision to focus on written documents as the primary data source is based on Perl's (1979) ideas about writing.

Chapter II

Review of Related Literature

This review represents a survey of available literature germane to the idea of promoting reflective thinking in teacher candidates across all disciplines for the purpose of providing them with opportunities to openly examine their personal thoughts about teaching.

Section one presents a discussion about the diverse nature of reflective thinking. It documents the lack of consensus in the available literature regarding a single applicable definition for the same because of the many ways in which reflective thinking is employed. This section will also derive an operational definition for the purpose of this body of research. It should be noted that because a majority of the research on preservice teacher reflective thinking has been conducted outside of the foreign language field, much of the literature review discussions is not specific to the foreign language preservice environment.

Section two examines several instructional strategies that claim to promote reflective thinking in teacher candidates. Specifically, this section focuses on reflective strategies listed below and used in this study to help preservice teachers develop coherent philosophy statements of teaching:

- Writing (journals; reaction papers)
- Case Analyses of Contrived Situations
- Self-Analysis of Videotaped Microteaching Sessions
- Construction of a Working Portfolio

Furthermore, several potential impediments or “roadblocks” to the successful implementing of reflective strategies will be considered. These obstacles provide insight into why some programs or courses fail to achieve reflective thinking in all, or some students.

Section three delves into the task of constructing personal philosophy statements as a means to explore and chronicle the development of preservice teachers’ perspective on teaching. A detailed examination of studies that have utilized this task will form a comparison of how effectively implicit thoughts of teacher candidates’ about teaching have been captured.

Section four presents a general overview of the nature of changes that one might expect to see in preservice teachers while enrolled in their preparatory programs. Moreover, it examines several studies which focus on changes in preconceptions about teaching held by preservice teachers prior to the student teaching experience.

Section five examines the data reduction technique of “content analysis” which is utilized in this study to uncover themes, categories, and patterns in preservice teachers’ written discourse about their thoughts on teaching.

Section I: The Nature of Reflective Thinking

What is reflective thinking? There is no simple answer (or commonly agreed to) definition of reflective thinking for several reasons. In recent years, the concept of reflection has become “sloganized” to the point that it means different things to different people (Goodman, 1984; Zeichner & Liston, 1996). Consequently, many terms (e.g., inquiry-oriented reflection, critical reflection, critical thinking, reflective teaching,

reflective action) have evolved which speak to reflective thinking in one way or another, but may or may not refer to the core notion directly or even in the same manner. Grimmett (1988) states that “although many teacher educators use similar terms such as reflection and inquiry, and employ approaches which at first glance appear to be similar, there is little shared meaning among the people who write about reflective teaching and inquiry-oriented teacher education” (p. 6). Focusing (academic) attention on an acceptable, and therefore single definition of reflective thinking, is obscured by such practices as: (1) the proliferation of secular concepts of reflection; (2) disagreement among researchers about the nature of the reflective process; and (3) diversity in one’s purpose for promoting reflection of a particular type.

The conceptual fuzziness surrounding reflection has resulted in a plethora of definitions. Webster’s Dictionary (1988), for example, defines reflection as “to think or consider seriously” and “to bring blame or reproach” (p. 988). Additionally, words like “meditation” and “careful consideration” are further used to characterize reflection. John Dewey (1910) defines it as a way of thinking in which “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends” (p. 6). He characterizes reflection as arising from an encounter with a perplexing situation which in turn leads to purposeful inquiry (in the form of reflective thinking) and, finally, to the tentative resolution of the original situation (Dewey, 1910;1933). Donald Schon (1987) provides another rendition, wherein, he differentiates between reflection as “reflection-in-action” and “reflection-on-action.” The former involves reflecting “in the midst of action without

interrupting it . . . serving to reshape what we are doing while we are doing it" (p. 26).

The latter involves looking back on what "we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome" (p. 26). Taking it a step further, Killion & Todnem (1991) describe a third type of reflection: "reflection-for-action," which they posit is the "desired outcome" of Schon's two types of reflection. Specifically, they define reflection as a "process that encompasses all time designations, past, present, and future simultaneously" (p. 15). Also in line with Schon's views, Korthagen (1992) conceives the notion that reflection is the "process of analyzing and, where necessary, restructuring one's own schemata, the effectiveness of that process will be determined by the degree to which the relationships in these schemata are considered by the person reflecting" (p. 266). Van Manen (1977) draws from Habermas' (1971) work in critical social theory to define reflection on three levels: (1) technical; (2) practical; and (3) critical. The technical aspect focuses on applying knowledge and instructional skills toward attaining predetermined goals. The practical aspect explains and clarifies the assumptions of underlying practice and assesses the educational consequences. The critical aspect deals with the ethical, moral, and political ingredients of pedagogical matters. That is, it defines reflection by focusing on the worthiness of educational ends as they are affected by social conditions such as justice, equity, and freedom.

The difficulty in reaching a general agreement on a common definition for reflective thinking can also be traced to the varying opinions about the nature of the reflective process (e.g., a one- versus multi-dimensional process). For example,

Cruickshank (1987) views reflection in terms of the success that one might experience as a direct result of using specific instructional techniques in attaining goals. Simply put, Cruickshank reduces the notion of reflection to the “psychological process of thinking” (Bartlett, 1996, p. 202)--a one-dimensional, analytic view of reflection. As such, he posits that framing teachers’ laboratory experiences within the confines of a simulated classroom provides opportunities to reflect upon principles and theories of teaching and learning that are applicable to those of the real world (Cruickshank, 1987). Hence, training emphasis is placed “on the efficient application of professional knowledge to given ends; goals and objectives are not a subject for scrutiny, nor are long range consequences” (Adler, 1991, p. 142).

Kenneth Zeichner and others (1981; Zeichner & Liston, 1987; Gore, 1987; Zeichner & Liston, 1996) criticize Cruickshank’s approach to advocating reflection as being too restrictive and unnecessarily technical in nature. The difference between Cruickshank and Zeichner’s approaches to teacher training is perhaps best captured in the following statement:

In contrast to the traditional-craft orientation, the inquiry-oriented approach attempts to develop in student teachers habits of active, persistent and careful examination of educational and social beliefs. The program literature defines the reflective teacher as a person who assesses the origins and consequences of his/her educational work according to three kinds of criteria (technical, practical and critical). Student teachers are encouraged to reflect and examine the most effective and efficient means to question the underlying assumptions embedded

in educational practices and to deliberate over the ethical aspects of teaching and educational institutions. (Zeichner, Liston, Mahlios, & Gomez, 1987, p. 5)

Cruickshank's and Zeichner's teacher education models for promoting reflection in prospective teachers highlights the versatility of reflective thinking to be employed in achieving disparate goals. But, without a doubt, it is Kemmis' (1985) summary of the nature of reflection that truly exemplifies the diverse nature of reflection:

1. Reflection is not biologically or psychologically determined, nor is it 'pure thought'; it expresses an orientation to action and concerns the relationship between thought and action in the real historical situations in which we find ourselves.
2. Reflection is not the individualistic working of the mind as either mechanism or speculation; it presumes and prefigures social relationships.
3. Reflection is not value-free or value neutral, it expresses and serves particular human, social, cultural and political interest.
4. Reflection is not indifferent or passive about the social order, nor does it merely extend agreed social values: it actively reproduces or transforms the ideological practices which are at the basis of the social order.
5. Reflection is not a mechanical process, nor is it a purely creative exercise in the construction of new ideas; it is a practice which expresses

our power to reconstitute social life by the way we participate in communication, decision-making and social action. (p. 149)

Finally, the difficulty in achieving a singly applicable definition of reflective thinking is accentuated by various purposes or objectives that teacher educators and researchers attach to this notion. For example, Goodman (1986) employs reflection as a means to gain insight into his preservice students' thoughts about their decision making process (e.g., curricular, methodological, classroom management), while Harrington & Quinn-Leering (1996)--drawing from Dewey's rationale about the concepts of openmindedness, responsibility, and wholeheartedness--use reflection as a means to help their prospective teachers: (1) recognize and acknowledge the validity of other perspectives (open-mindedness); (2) consider moral and ethical consequences of choices (responsibility); and (3) identify and clarify one's assumptions when making decisions (wholeheartedness) (p. 26). Also drawing upon the works of others (Ross, 1990; Good and Brophy, 1991), Wear & Harris (1994) utilize reflection as a way for teacher candidates to learn from a particular teaching experience. It is posited that through the act of reflecting, individuals could "reconstruct the events, emotions, and accomplishments of a teaching experience" (p. 45). Interestingly, Grimmett, Mackinnon, Erickson, & Riecken (1990) go so far as to decompose reflection into three separate ends: (1) as instrumental mediation of action; (2) as deliberating among competing views of teaching; and (3) as reconstructing experience (p. 23-35). Finally, Dewey (1933) views the purpose of reflective thinking as "transform[ing] a situation in which there is experienced obscurity, doubt, conflict and disturbance of some sort, into a situation that

is clear, coherent, settled, and harmonious” (p. 100-101). He postulates that this kind of “genuine thinking [leads to] an appreciation of new values” (p. 101).

The above factors identify the main body of evidence allied against the prospect of a commonly applicable definition for reflective thinking. For the purpose of this research, and prior to making a commitment to fostering reflective thinking in a teacher training curriculum, an operational definition of the term “reflective thinking” must be established. The value of assigning specific meaning to this term is that both teacher educator and student have a common understanding of what is expected to follow from employing this specialized form of thinking. Moreover, from a programmatic perspective, an operational definition of “reflective thinking” offers a common framework from which teacher educators can plan. Zeichner (1987) explains:

Although teacher educators often use the same labels such as ‘reflective teaching’ and employ strategies (e.g., action research) which may appear similar on the surface, we need to recognize that those who employ the approaches described . . . are not necessarily committed to the same ends beyond their general agreement on the importance of providing some vehicle for structuring the analysis of teaching. (p. 566)

In line with Zeichner’s statement, Ross (1990) also states that “when such differences exist within programs, the messages sent to students may be confusing, and the effectiveness of the program may be undermined” (p. 98).

All together, despite these kinds of obstacles and prerequisites, Grimmett (1990) states that “all seem to be persuaded that reflection (however they understand and operationalize the term) is a worthy aim in teacher education” (p. 6).

For the purpose of this study, the researcher’s use of the term “reflective thinking” must have a stated value. Hence, reflective thinking is defined as a proactive mental process whereby the preservice teachers recapitulate events and assignments relative to the origin and consequence of their thoughts about teaching. This process will be used iteratively for the purpose of developing an operational teaching philosophy.

The main thrust of this study focuses on enabling preservice teachers to discover their preconceptions about teaching, the process of reflection and teacher education advocated in this paper will adopt Dewey’s (1910) notion that “thinking in its best sense is that which considers the basis and consequences of beliefs” (p. 5). It also considers his comments regarding the making of inferences about future actions based on past experiences. More specifically, Dewey (1933) states that “the process of arriving at an idea of what is absent on the basis of what is at hand . . . involves a jump from the known into the unknown” (p. 95-96). This situation resembles the conditions of this study in that the teacher candidates have yet to demonstrate their philosophies of teaching in the classroom environment. They must instead rely on past experiences and observations as the basis for their convictions. Additionally, in deriving an operational definition of reflective thinking, the researcher has considered Bartlett’s (1996) description of reflection which states that it is a form of “self-inquiry . . . [that] forces us

to adopt a critical attitude toward ourselves as individual second language teachers--[and] to challenge our espoused personal beliefs about teaching" (p. 213).

It has been the aim of this study that at the end of a one semester period, teacher candidates enrolled in a methods course (prior to the student teaching experience) would be able to construct a meaningful personal philosophy statement embracing what they believe is "good teaching" from an intellectual and practical perspective--not one based in "tradition, instruction, [or] imitation" (Dewey, 1933, p. 7). Through the employment of several reflective activities (in conjunction with the various methods course components such as field observations, mini-lessons, and microteaching experiences), the teacher candidates were compelled to consciously and openly examine their beliefs and ideas about teaching. Both the task of constructing iterative personal philosophy statements and conceptual change(s) in preservice teacher thinking about teaching were monitored over the one-semester period.

Summary

In summary, this section discussed the problematic nature of finding a single, acceptable definition of reflective thinking. Over the years, while all of those who have contributed to the universe of knowledge of reflective techniques do the concept justice, they have also inadvertently conspired to diffuse the core meaning of the notion. Specifically, this section identified the following as representative of the variations on the theme of reflective thinking: (1) the proliferation of secular concepts of reflection; (2) the disagreement among researchers about the nature of the reflective process; and (3) the diversity in one's purpose for promoting reflection of a particular type.

This section also developed a foundation for, and promoted a definition for the term “reflective thinking” specifically applicable to this investigation. The researcher revisited Dewey and Bartlett to form a working definition for reflective thinking. Restated here, for the purpose of this body of research, reflective thinking is a proactive mental process whereby the participants (preservice teachers) recapitulate events and assignments relative to the origin and consequence of their thoughts about teaching.

Section II: Instructional Strategies That Promote Reflective Thinking

In a break from tradition, many teacher education programs have begun to embrace the idea that in addition to technical training, conditions must also exist that will foster and facilitate habits of reflective thinking in teacher candidates. This fundamental shift from relying heavily on rigid activities analogous to the traditional technocratic approach (e.g., using textbooks and manuals to learn how to teach) towards a more experiential and reflective approach is founded on such notions as preservice teachers need to become active partners in monitoring and assessing their own learning process, and that they need to be more reflective in their practice. Zeichner and Liston (1987), for example, state that the “conventional approach inhibits the self-directed growth of student teachers and thereby fails to promote their full professional development” (p. 23). Hence, they propose an alternative approach--a program designed to develop orientation toward the attitudes of open-mindedness, responsibility, and wholeheartedness along with developing skills of “keen observation and reasoned analysis” (p. 23)--all of which are identified by Dewey (1933) as requisites for reflective thoughts leading to “possible action with a conscious aim” (p. 17).

In recent years, this push for teachers to become reflective practitioners has become an “international movement in teaching and teacher education” which Zeichner & Liston (1996) state is the outcome of:

... a reaction against the view of teachers as technicians who narrowly construe the nature of the problems confronting them and merely carry out what others, removed from the classroom, want them to do. The move toward seeing teachers as reflective practitioners is also a rejection of top-down forms of educational reform that involved teachers only as conduits for implementing programs and ideas formulated elsewhere. (p. 4)

In Australia, for example, Hatton and Smith (1994) have undertaken the challenge of implementing various types of reflection (technical, practical, and critical) into the framework of a Secondary Bachelor of Education course at the University of Sydney for the purpose of investigating problematic issues surrounding the development of reflective capacity in teacher candidates.¹

An example of a U.S. teacher education program that has established as its primary goal “the preparation of teachers as reflective practitioners” is the Elementary Professional Teacher (PROTEACH) program at the University of Florida. Reflection, as defined in the program, is “a way of thinking about educational matters that involves the ability to make rational and ethical choices and to assume responsibility for those choices” (Ross, Johnson, & Smith, 1992, p. 28). Ross (1989) further identifies five important elements associated with the program’s reflective process:

- Recognizing an educational dilemma;

- Responding to a dilemma by recognizing both the similarities to other situations and the unique qualities of the particular situation;
- Framing and reframing the dilemma;
- Experimenting with the dilemma to discover the consequences and implications of various solutions;
- Examining the intended and unintended consequences of an implemented solution and evaluating the solution by determining whether the consequences are desirable or not. (p. 22)

Using a variety of inquiry activities (e.g., action research, case study, curriculum analysis) and working collaboratively with teacher educators, the PROTEACH program helps students “construct knowledge about such things as the nature of learning, the relative importance of various school goals, and the criteria that might be used to select and evaluate instructional strategies” (Ross, 1990, p. 106). In turn, this collaborative effort provides teacher educators with valuable information about their students’ preconceptions, understandings and misunderstandings, concerns, strengths and weaknesses—all of which can again be used to further encourage students to critically examine their implicit thoughts about teaching.

There are certainly many other teacher education programs that have also chosen to pursue the goal of building cadres of reflective practitioners for the future classroom.²

In this section, specific instructional strategies presumed to foster reflective thinking in future classroom teachers are examined. Moreover, the strategies chosen for discussions are limited to those used in this study.³

- Writing (journaling; reaction papers)
- Case Analysis of Contrived Situations
- Self-Analysis of Videotaped Microteaching Sessions
- Construction of a Working Portfolio

It is important to highlight certain qualifiers about employing reflective strategies.

First, Freidus (1996) states that there is “probably no single model or pedagogical tool [that] . . . by themselves necessarily promote reflective practice” (p. 2). Consequently, no matter which reflective strategy teacher educators choose to employ in a preservice environment, its success in fostering reflective thinking is at least partially dependent on other aspects (see Barriers to Strategy Implementation). The single most important aspect, however, is the learner. Boud, Keogh, and Walker (1985) comment:

. . . only the learners themselves can learn and only they can reflect on their own experiences. Teachers can intervene in various ways to assist, but they only have access to individuals’ thoughts and feelings through what individuals choose to reveal about themselves. (p. 11)

The learner can choose to direct reflective activity to a variety of ends. These intentions can influence both the manner of reflection and its outcome. They can be directed towards exploring organized knowledge, towards self-exploration, or examining the natural and human environment or content in which the learner is operation . . . The intent of the learner permeates every stage of the process from the choice to engage in a particular activity to the ultimate results of the reflection process. (p. 24)

Second, Valli (1992) states that “developing habits of reflection takes patience and substantial investment of time. Reflection is seldom mastered without conscious practice and consistent encouragement” (p. 113). Thus, simply implementing specific reflective strategies alone may not be enough to produce the desired habit-forming kinds of reflective practice. Rather, it requires other attributes and conditions to be in place (e.g., the setting of time aside in a class for students to debrief one another and to participate in open discussions; instructors meeting with students for the purpose of giving individualized feedback).

Taken together, these two qualifiers indicate that simply implementing reflective strategies will not produce reflective thinking. Indeed, surely not the habit forming kinds of reflective practice advocated by Valli. This section discusses the study’s use of instructional strategies and identifies several obstacles for consideration prior to its successful implementation in a preservice environment.

Developing Reflective Practice through Writing

Reflective writing is one of the more common instructional strategies used to encourage student teachers to analyze and reflect upon their thoughts and ideas about teaching. Porter, Goldstein, Leatherman, & Conrad (1996) posit that the current ideologies behind promoting journaling in foreign language teacher education, for example, view writing as: (1) a “discovery process” unequivocally connected with learning; (2) a social activity as well as a cognitive activity; and (3) a communicative process that elicits active learner participation (p. 227). Wedman and Martin (1986) posit that writing “allows for the possibility of thinking about the relationship between self and

institution, theory and practice, and daily routines and teaching effectiveness" (p. 69).

More to the point, they state "writing serves as the technology for developing reflectivity" (p. 69). Similarly, Kasten (1990) comments that the written assignment "provide[s] a good indication of the level and content of preservice teachers' reflection" (p. 35).

Journal Writing.

Journal Writing is not a new concept in teacher education. Sometimes referred to as "learning logs," "diary studies," "dialogue journals," and "reflective reports," journal writing is an instructional method that "generally involves preservice students in keeping daily or regular journal in which they record their experiences and raise questions about teaching" (Freiberg & Waxman, 1990, p. 123). Moreover, journal writing is viewed by many as an effective means of chronicling the teacher candidates' experiences and raising questions for inquiry (Bolin, 1987; Zeichner & Liston, 1987; Freiberg & Waxman, 1990; Applegate & Shaklee, 1992; McCaleb, Borko, & Arends, 1992). Although most often used in the student teaching phase of teacher training, the journals can be incorporated into the coursework phase as well. Freiberg & Waxman (1990) comment that "in this context, the journal entries allow prospective teachers to raise questions and concerns about the course material from their teacher education courses as well as their field observations" (p. 123). Arends (1994) describes journalizing as a "technique of writing on a regular basis one's thoughts and reflections about teaching experiences" (p. 530). Colton and Sparks-Langer (1992) see journal writing "as internal dialogue with oneself . . . the journal [being] . . . an intermediate step that lead[s] to the development of new

mental representations and metacognition'" (p. 164). According to Yinger & Clark (1981):

writing, particularly journal writing, with its focus on personal thoughts, feelings, and reflections, puts writers into a position to learn at least four important things about themselves: (1) what they know, (2) what they feel, (3) what they do (how they do it), and (4) why they do it. (p. 10)

Wedman and Martin (1986) investigated the extent to which student teachers demonstrated reflective thinking when writing in journals. Using Van Manen's (1977) three levels of reflective thinking as a theoretical framework for assessing individuals' levels of reflectivity, their results revealed that journal writing is an effective tool for fostering reflective skills. However, Wedman and Martin caveat this finding with a suggestion that the content of journal writing should:

focus upon a student teacher's ability to: assess technical proficiency, analyze effects of teacher decisions, and heighten awareness regarding both ethical and moral consequences of teaching and the interaction between schools and society. (p. 71)

Barry (1994) views journal writing as a valuable "reflective aid" which acts as a sort of "personal 'sounding board' for students to work through teaching problems and concerns" (p. 9). In a recent study, she found that several undergraduate students enrolled in a Methods Course became somewhat lackadaisical in their journal writing task--especially when instructors failed to encourage "more thoughtful and consistent

journal entries" (p. 9). Hence, she suggests that instructors put aside time during the course to allow students to share the contents of their journals with peers.

There are many benefits from using journals in teacher preparation courses but perhaps Porter, Goldstein, Leatherman, and Conrad (1996) best summarize it with their compilation of seven specific benefits:

- (1) students can get help with areas of course content where they are having difficulty;
- (2) they promote autonomous learning;
- (3) students gain confidence in their ability to learn, to make sense of difficult material, and to have original insights;
- (4) more productive class discussion;
- (5) the journal encourages students to make connections between course content and their own teaching;
- (6) journals create interaction beyond the classroom, both between teacher and student, and among students;
- (7) journals make the class more process oriented. (p. 231-239)

Conversely, Bruneau's (1993) study investigating the effectiveness of several instructional techniques (to include journal writing) reported that a majority of her subjects did not find journaling to be "personally helpful." Instead, many subjects complained that they were "jounaled out" because the task of maintaining journals had been a requirement in several other courses.

Reactive Papers

Readings (e.g., journals, magazines, books, and articles) oftentimes provide alternative views of educational matters. Oberg (1986) states that these readings provide prospective teachers with opportunities to self-reflect such that it “helps them identify specific ways in which their practice might become more educative, that is, more consistent with their beliefs and values, their idea of the educational good” (p. 31).

Reaction papers are more commonly referred to as “responsive writing,” “reaction essays,” “self-reflective papers,” or “reflective writing.” This method of inquiry is intended to help individuals explicitly examine their personal thoughts about certain topics in light of a specific source--ideally one representing a perspective that would challenge or entice its readers into supporting or rejecting the given standpoint. Ciriello, Valli, and Taylor (1992), for example, employ this instructional technique within the framework of an elementary teacher education program. Specifically, in a Foundations course, preservice teachers are tasked with a series of reaction papers designed to help them “examine their views on educational issues by comparing the position taken in reading to their own opinions and explicitly looking for other arguments which either support or refute their position” (p. 103). Similarly, Ross and Smith (1992) utilize reaction papers as a means “to encourage students to reflect on issues of culture, social context, and oppression” (p. 94). Here, students are tasked to write reaction papers to: (1) express their personal views about the course content at the beginning of the semester; (2) articulate on the source(s) of those entering perceptions;

and (3) analyze the change(s) in their thinking about teaching as the result of the course. Strickland (1990) also saw usefulness in “periodic” reaction papers which are written in conjunction with philosophy statements. He posits that such a task enables teacher educators to examine and compare changes in student’s thinking during coursework and student teaching phases of training. Reaction papers are written in response to questions such as “How do you feel about what you have learned up to this point in this ‘Methods’ course?” (p. 5).

Case Analysis: Using Contrived Situations to Promote Reflective Thinking

In teacher education, using case studies as a means to promote development of reflective habits and skills in prospective teachers might involve (but is not limited to): (1) student creation of original cases, or (2) using finished or published products written by others. In this study, the latter type of case study is utilized. More specifically, the four cases used in this study were chosen from Shrum and Glisan’s (1994) book entitled, “Teacher’s Handbook: Contextualized Language Instruction.”

Richert (1991) states that cases “provide the potential for connecting the act of teaching with the cognitions and feelings that motivate and explain that act. They offer a vehicle for making the tacit explicit” (p. 117). This kind of assignment is helpful in that it renders a way to: (1) evaluate “prospective teacher’s ability to critically evaluate the intersection of practical and theoretical knowledge” (Geiger & Shugarman, 1988, p. 32); (2) stimulate and develop “personal habits of reflection” (Merseth, 1991; Richert, 1991); and (3) “fram[e] the mentor-novice conversations about teaching” (Carter, 1989, p. 300). Ideally, the contrived situations would motivate preservice teachers “to elucidate

issues, to judge and weigh alternatives, to reason about ends and means, and then to decide while reflecting upon their decisions" (Geiger & Shugarman, 1988, p. 33).

Shrum & Glisan (1994) rely heavily on the instructional use of completed case studies in their abovementioned book. Cases are presented at the end of each chapter and "readers are given maximum guidance as they reflect upon the situations and attempt to analyze them" (p. 4). In developing a personalized approach to handling the various situations in contention, Shrum & Glisan (1994) highly encourage teacher candidates to engage in collaborative discussions with peers and the course instructor because "sharing ideas within the classroom greatly facilitates the problem-solving process" (p. 4).

Self-analysis of Videotaped Microteaching Experience as a Reflective Strategy

Kottkamp (1990) states that videotapes provide the "most complete" medium of electronic feedback because they "capture[s] events for later reflection-on-action" (p. 189). Anderson & Freiberg (1995) identify videotaped lessons as one source of "qualitative data . . . [that can] recreate the teaching situation, allowing time for analysis and reflection and the opportunity to focus on specific aspects of instruction" (p. 79). As such, many teacher educators have incorporated it into their programs to capture students' "teaching events" for later self-analysis and reflection. According to Freiberg and Waxman (1990), a typical microteaching session involves "a preservice student's first learning and then employing a series of teaching behaviors, such as nonverbal cues, wait-time for questioning, motivating and facilitating set inductions, and higher-level questioning skills" (p. 123-124). Oftentimes, during the methods course, students are provided with the opportunity to present mini-lessons to one another, followed by the

receiving of feedback from both the course instructor and the classmates. If the mini-lessons are videotaped, the feedback would ideally be presented while viewing the videotape of the mini-lesson. Brookfield (1995) specifically identifies what videotaped recordings permit individuals to assess:

- how much time is devoted to teacher talk and how much to student speech
- how much time we spend on giving information or directions
- how much time we allow for students to analyze, reflect, or practice
- how visual our teaching is--do we use gestures well, move around a lot, show overheads, draw graphics on the board
- do we stand in one spot and talk in monotone
- what are the tonal qualities of our teaching
- do we smile a lot, look blank, or frown
- do we judge how often we give encouraging nods, acknowledging remarks, and other affirmations in response to students' contribution
- how do we react to criticism, lassitude, or what we perceive as inattention.

(p. 80)

Arends' (1994) guidelines for planning and organizing successful microteaching experiences strongly recommends videotaping the practice sessions. He states that microteaching is an "invaluable experiential process for learning to teach and for helping you to begin to consolidate your teaching knowledge and skill" (p. 502). He continues by stating that it is "of most value if you watch the videotape of your lesson and reflect on the feedback that you received" (p. 503).

In a study conducted by Kasten & Ferraro (1995), preservice teachers were exposed to several instructional techniques designed to promote reflective thinking which included the analysis of videotaped teaching episodes. The study found that the videotapes became "a 'third eye' with which the interns could observe themselves in the teaching act" (p. 10). Moreover, it was helpful in identifying particular teaching behaviors that needed further strengthening.

In another similar study which utilized video technology, Jensen (1994) found that preservice teachers clearly benefited from the self-assessing, reflecting, and questioning of their own instructional approaches. Specifically, she states:

preservice teachers' focused observations and reflection of their own teaching yield more reliable and helpful information than their attempts to self-assess their overall teaching. Although some participants found the reflection forms somewhat restricting, when required to analyze one particular aspect of the teaching process (e.g., interpersonal skills), they tended to be more reflective and more realistic than when simply considering their overall teaching skills.

(p. 5)

Freiberg & Waxman (1990) warns that the "summative environment of many micro-teaching situations . . . provides minimal opportunities for either exploration or reflection" (p. 124). That being the case, it is suggested that course instructors give students "formative" opportunities to receive or to ask for feedback during the actual mini-lesson--not necessarily at the conclusion of the lesson (as is typically done).

The Self-Reflective Nature of the Portfolio Process

The leaders in implementing portfolios into teacher education programs are predominantly from the fields of literacy, mathematics, and science. This kind of exposure to portfolios is still in its infancy for those preservice programs preparing future teachers to enter into the field of foreign language education.

Various advantages to implementing portfolios into teacher training programs have been thoroughly documented (Biddle, 1992; Geltner, 1993; Gwenith & Eade, 1983; Moeller, 1993; Ohlhausen & Ford, 1990; Wile, 1994; Wolf, 1991). Kasten and Ferraro (1990) found that they could use portfolios as a “culminating activity . . . [recording] the competencies the student has acquired through the professional development program” (p. 4). Wile (1994)⁴ saw the portfolio experience as a means to enable preservice students to better articulate their personal philosophies of teaching because they were “engage[d] more deeply in course content” (p. 2). Antonek, McCormick, and Donato’s (1997) use of the portfolio allowed their students to record “teacher growth and development” while simultaneously promoting “reflective, thoughtful practice” (p. 16). Pelletier (1994) comments that the portfolio project helps its users to connect “context and personal histories of real teaching,” therefore making it possible to “document the unfolding of both teaching and learning over time” (p. 3).

Howey and Zimpher (1996) make two suggestions for the use of a “carefully constructed” preservice teacher portfolio. First, they suggest that the portfolio be used to help teacher candidates to “assume a central role in the assessment of their own learning and at the same time help assess the effects of these various activities and conditions

designed to enable their teaching and learning" (p. 497). Second, Howey and Zimpher (1996) suggest that teacher educators utilize the portfolio as a vehicle to monitor preservice students' activities for the purpose of "assess[ing] developmentally" the following changes:

1. Changes in their beliefs about schooling, teaching, learning, and coming to know, from a perception of teaching as telling and an emphasis on control and performance to conceptions of active learning that are both self- and group-monitored and developmental in nature;
2. Changes in the locus of their concerns, again from a preoccupation with cosmetic appearance and performance as a "teacher" to a focus on causal relationships that might help explain student behavior;
3. Changes in their reasoning about teaching from unexamined assumptions and unsupported warrants to decisions and actions that are repeatedly subject to public discourse and supported by multiple forms of data with full consideration of their ethical consequences;
4. Changes in their efficaciousness (not just sense of efficacy); the basic source of knowledge about teaching efficacy is pupils; thus, the progression here for the novice teacher would be from relatively intermittent and uneven self-assessment to a continuing pattern of feedback from pupils; evaluation blended with, indistinguishable from, instruction. (p. 498-499)

As shown, there are several dimensions to the portfolio process. The skillful and effective implementation of such procedures into a preservice education course

(e.g., methods course) could lead preservice teachers to make explicit their personal musings about teaching.

Barriers to Strategy Implementation

This section examines potential obstacles to successfully implementing reflective strategies. Specifically, the following impediments are identified: (1) course instructors not trained to instill reflectivity in their students for their future reflective practice; (2) course instructors not establishing favorable conditions for reflective thinking; (3) insufficient time allotted for the students to reflect and to develop the essential skills of reflection; and (4) student reactions to methods presented that were designed to foster reflective thinking.

MacKinnon & Erickson (1988) identified two “overarching” conditions that need to be considered in order to enhance a teacher candidate’s ability to reflect. Although drafted with the practicum in mind, these conditions can be easily substituted for use in a university classroom. First , MacKinnon & Erickson (1988) state that the supervisor must be able to “articulate and demonstrate a coherent perspective of teaching practice” (p. 133). Hatton & Smith (1994) similarly comment that “a suitable knowledge base” needs to be established as a “starting point [for teacher candidates] to understand the concepts of reflection” (p. 37). Thus, within the framework of a methods course, the instructor has the responsibility to effectively demonstrate to the students what it means to be a reflective practitioner. It follows then that course instructors must be able to “reflect on their own practice as well as that of the student and try to make explicit some of the underlying beliefs and principles of the ‘appreciative system’ that directs their own

practice" (MacKinnon & Erickson, 1988, p. 133). If course instructors are not properly trained to instill reflective thinking in their students as a "starting point" for future reflective practice, they become an impediment to fostering of reflective thinking.

The second condition is the need for "a climate where experimenting and the inevitable 'mistakes' that follow are encouraged, discussed and viewed as departure points for growth" (MacKinnon & Erickson, 1988, p. 133). For example, in the practicum phase, this would translate into a "climate of trust and a nondefensive posture on the part of both novice teacher and the supervisor" (p. 133). As it applies to a methods course, the instructor again has the responsibility to establish a "risk-free" environment and a "climate of trust" that will enable teacher candidates to comfortably examine and reexamine their personal thoughts about teaching. Hence, another potential roadblock to implementing the aforementioned strategies rests in the establishment of favorable conditions to foster reflective thinking.

Hatton & Smith (1994) identify time and opportunity for development of "metateaching and metacognitive skills" (p. 37) as another hindrance to developing thinking skills. Similarly, but within the context of the student teaching experience, Shulman (1988) identifies lack of time as a constraint to the promotion of reflective thinking as noted in the following comments:

It may be suggested that reflection-in-action might be promoted within a supervisory setting based on the clinical supervision model. While this might indeed be the most appropriate place for this activity to occur, it seems

unlikely to occur with much frequency. The reason again relates to time.

(p. 52)

Wildman, Niles, Magliaro, and McLaughlin (1990) also identified time constraints as a major roadblock to reflective thinking in their discussion on the shortcomings of current practices that involve reflection. They state that “[there is] little , if any, time . . . officially allocated for reflection” (p. 156). Applied to a methods course, the statement suggests that instructors need to provide ample opportunities (both individually and collaboratively) during class for students to develop and hone their reflective skills. Kettle and Sellars (1996) go so far as to suggest that “reflective skills [should] be introduced early in a teacher education program and given adequate emphasis throughout the program” (p. 23).

A final source of hindrance in promoting reflective thinking rests in the personal bias and experience level of preservice teachers. Specifically, Hatton & Smith (1994) refer to the “likely reactions to demands for reflection” as a potential area of concern for those wishing to promote reflection (p. 37). Korthagen (1988), for example, found that students who entered a reflective teacher education program already possessing an “internal” learning orientation did rather well in the program as compared to those possessing “external” learning orientations. Specifically, Korthagen (1988) revealed that externally-oriented individuals were more inclined to drop out after only one year because they did not feel comfortable in learning situations that failed to tell them what to do. Similarly, preconceptions, as a result of personal bias or experience, also impacts a preservice teachers’ ability to internalize reflectively. These deeply in-grained beliefs,

values, attitudes, and ideas are difficult to overcome unless there is persistence and strength on the part of the course instructor combined with a supportive preservice training environment. Finally, Kottkamp (1990) states that "reflection is a powerful means for improving the practice of those who desire to do so . . . we cannot [however] use it to change the recalcitrant, the malicious, the unmotivated, or those who have given up all hope" (p. 199).

Summary

In this section, several instructional strategies designed to promote and foster habits of reflective thinking in teacher candidates were examined. Specifically, the discussion focused on the techniques of:

- Writing (journaling; reaction papers)
- Case Analysis of Contrived Situations
- Self-Analysis of Videotaped Microteaching Sessions
- Construction of a Working Portfolio

Two important qualifications were offered to acknowledge the fallacy of declaring that any single reflective strategy can foster reflective thinking at all levels and for all conditions. It was shown that these techniques must also be employed by educators in such a way that motivates students to become active participants--not to mention Valli's admonishment to devote time to practice and to provide continual encouragement. Each of the above is a component of a strategy to promote reflection in preservice teachers' thinking about a teaching philosophy.

Several impediments to the successful implementation of reflective strategies were also identified. Specifically, the following obstacles were highlighted: (1) course instructors not trained to instill reflectivity in their students as a “starting point” for future reflective practice; (2) not establishing favorable conditions for reflective thinking; (3) a lack of sufficient time to reflect and to develop the essential skills of reflection; and (4) individual reactions to the fostering of reflective thinking.

Section III: Construction of Personal Philosophy Statements

In her book, “Reflective Teacher Education,” Valli (1992) states in the introduction:

All too often images of good teaching and knowledge about good teaching are left unarticulated, presumed to be part of a shared, but tacit, understanding. As a result, one of the most fundamental aspects of teacher preparation is left unexamined. In place of a coherent conception of good teaching, tradition, institutional forces, and external constraints often shape the teacher education curriculum, a curriculum which has become so standardized (almost reified) in its basic course requirements that conflicting purposes and unformulated assumptions have been obscured. (p. ix)

Since 1974, one of the goals of a five-year teacher education program at the University of New Hampshire (UNH) has been to help students to develop personal philosophies of education--one that is “person-specific, contingently practical, theoretically sound, connected with one or more viable live traditions of educational thought, consistent and coherent, yet also open, fluid and evolving” (Oja, Diller, Corcoran & Andrew, 1992,

p. 14). More importantly, at UNH, the constructing of philosophy statements is viewed as:

enabl[ing] students to develop their own coherent ways of being teachers--ways that fit and arise out of their own person--not simply subjective, or complacently stuck in a rut, but nevertheless still in tune with their own reasons for teaching, their own sources of energy, own personal values, strengths, abilities, and interest." (p. 13)

Today, an increasing number of teacher education programs and individual courses (both internationally and in the U.S.) employ the task of constructing personal philosophy statements as a course requirement. Ross (1988) comments:

To achieve the goal of building an active and reflective cadre of teachers, course work in teacher education should attempt to make preservice teachers more aware of their own past experiences and preconceived beliefs about teaching in order to subject them to scrutiny. The goal would not be to disprove the relevancy of past experiences, but simply to expose individual beliefs to critical examination and discourage "personalized" versions of pedagogical knowledge. (p. 107)

The construction of personal philosophy statements is valued as a promising way to help teacher candidates examine their unarticulated thoughts about good teaching and knowledge. Additionally, this kind of task is "strongly linked" to the notion of reflection in that it allows individuals to assess their personal theories about teaching "in light of new experiences or knowledge" (Kettles and Sellars, 1996, p. 3).

The construction of philosophy statements also supports Hollingworth's (1989) call for a "flexible approach" in teacher education to help preservice teachers with "different incoming beliefs understand the complexities involved in classroom life and learn that the methods, management, and even content will vary given particular schools and children" (p. 187).

Bolin (1986) states that "students must become conscious of their own taken-for granted philosophy of education and attempt to understand how they have arrived at it in order to adequately critique and develop it" (p. 53). Many educators would concur with this statement but oftentimes prefer to use their own rendition of the term "philosophy of education" such as: (1) personal practical theories (Sanders & McCutcheon, 1986; Kettle & Sellars, 1996); (2) implicit theories (Cole, 1989); (3) perspectives (Ross, 1988; Adler, 1984); (4) personal constructs/epistemologies (Pajares, 1992); (5) images of teaching (Calderhead & Robson, 1991; Clandinin, 1986); (6) personal practical knowledge (Clandinin, 1985); (7) theory of education (Carr & Kemmis, 1983); (8) teaching ideology (Sharp & Green, 1975); (9) educational platform (Sergiovanni & Starratt, 1979); or, (10) schema (Bullough & Knowles, 1991). Sharp & Green (1975), for example, prefer using the term "teaching ideology" when discussing their students' teaching philosophies. They describe it as a "connected set of systematically related beliefs and ideas about what are felt to be the essential features of teaching . . . a broad definition of the task and set of perceptions for performing it, all held at a relatively high level of abstraction" (p. 68-69).

Adler (1984), on the other hand, uses the term “perspectives” to describe her version of a personal philosophy. She states that a perspective is a “kind of operational philosophy developed out of experiences in the immediate and distant past, and applied to specific situations” (p. 14). She continues by commenting that “perspectives” take into account “how the situation of the school and classroom is experienced, how this situation is interpreted given the teacher’s background of experiences, beliefs and assumptions and how this interpretation is manifested in behaviors” (p. 14). Carr and Kemmis (1983) use the term “theory of education” when they talk about philosophies. Theory of education is seen as a means to structure activities and guide decisions of prospective teachers. More specially, they state that “. . . teachers could not even begin to practice without some knowledge of the situation in which they are operating and some idea of what it is that needs to be done” (p. 110). Although, Sanders and McCutcheon’s (1986) in-depth discussion about philosophy statements (referred to as practical theories of teaching) focuses on classroom teachers, it too is apropos for the preservice environment. They define “practical theories of teaching” as:

principles or propositions that undergird and guide teachers’ appreciations, decisions, and actions. (p. 55)

conceptual structures and visions that provide teachers with reasons for acting as they do, and for choosing the teaching activities and curriculum materials they choose in order to be effective. (p. 54-55)

The definition for personal teaching philosophy used in this investigation is founded on Connelly and Clandinin’s (1988) interpretation of the term:

Personal philosophy is a way one thinks about oneself in teaching situations . . . Personal philosophy has within it a notion of beliefs and values. . . Personal philosophy goes beneath the surface manifestations of values and beliefs to their experiential narrative origins . . . personal philosophy refers to a construction of meaning contained in a teacher's actions and his or her explorations of them expressed in the form of a narrative of experience. Explanations contain beliefs, values, and action preferences, but within a narrative they are grounded and contextualized in terms of classroom events. (p. 66-67)

Hence, for the purpose of this study, a preservice teacher's personal teaching philosophy is defined as the way one projects and supports one's actions in a classroom teaching situation. In a narrative form, this philosophy is grounded and contextualized in light of the preservice teacher's past and newly-acquired experiences and knowledge. Because this narrative is evolutionary rather than static, many sources of professional development (e.g., classroom reading assignments, in-class lectures, guest speakers, group discussions, peer feedback) will help to shape it.

Case Studies Using Philosophy Statements

The act of constructing a philosophy statement might, in and of itself, be referred to as a reflective activity, strategy, assignment, medium, or possibly an "external impetus" to engage teacher candidates to think reflectively about their personal thoughts, ideas, and beliefs about teaching. This section reviews studies that have employed the assignment of constructing philosophy statements as a means to probe deeply into preservice teacher thinking and for the purpose of monitoring professional growth.

However, before continuing, it is important to note that in conducting studies on pre- or in-service teacher cognition, several problematic aspects need be taken into account.

Kagan (1990), who reviewed numerous cognitive studies, identified the following as being problematic features associated with studies of teacher cognition:

- the notion of teacher cognition is somewhat ambiguous because researchers invoke the term to refer to different products (e.g., thoughts during lesson planning; implicit beliefs about students, classrooms, and learning; reflections about their own teaching performance)
- there is the problem of rendering comparative judgments about teachers' cognitions. What constitutes good or bad reflection? Are all self-reflective thoughts of equal value or appropriateness?
- they [teachers' cognition] generally cannot be assessed directly, for a number of reasons: they are often held unconsciously; teachers sometimes do not possess language in which to describe them; teachers may be reluctant to air unpopular beliefs; and beliefs appear to be highly contextualized. (p. 420)

This being the case, Kagan (1990) recommends that researchers use a multimethod approach to data collection "not simply because they allow triangulation of data but because they are more likely to capture the complex, multifaceted aspects of teaching and learning" (p. 459). Hence, all of the studies to be discussed have utilized the multimethod approach to data collection.

Goodman's (1988) study uses practical philosophies of teaching as a means to explore the thinking and actions of 12 preservice teachers for a period of six months as

students participated in early field experiences, education courses, and weekly seminar meetings. Using the qualitative technique of “constant comparative” method of analysis (Glaser & Strauss, 1967; Goetz & Le Compte, 1981), Goodman reviewed the data sources to find that the perspectives expressed by the students in their philosophy statements could be categorized as (1) “Teaching as a Problem of Control,” and (2) “Teaching as the Facilitation of Children’s Growth” (p. 129).⁵ He also found that while students had similar philosophies of teaching and their perspectives readily placed into one of the aforementioned categories, the “guiding images”⁶ that formed the basis of each perspective were significantly different. In short, he concluded that student teachers were active agents in constructing their own perspectives and not passive entities simply accepting whatever is presented to them externally. This conviction is captured in Goodman’s (1988) statement that “students engaged in a continual process of interpretation of past and present events as they created meanings about those events” (p. 133).

Kettle and Sellars (1996) provide another example of a study that utilizes “practical theories of teaching” as a way to explore and chronicle the development of preservice teachers. Specifically, in this study, two student teachers’ practical theories are tracked to see if any changes occurred while enrolled in a year-long course entitled “Professional Development.”⁷ Kettle and Sellars (1996) choose to use a qualitative multimethod approach in conducting their study because it allows them to draw heavily on the analysis of each of the three data sources: reflective writing (journals), semi-structured interviews, and card sorting.⁸ More specifically:

[the] analysis of all of the data sources gave attention to the language, both written and oral, that participants used when talking about themselves and their teaching. . . Findings from each method of data collection were integrated over each case study to provide a profile of that individual's professional development, as revealed by the development of their practical theory, over the study's time span. (p. 5)

Kettle and Sellar's (1996) findings reveal that by providing regular opportunities for student teachers to reflect during the university course, practical theories became more explicit and shifted from a simplistic to a more elaborated rendition. However, in examining the particular role critical reflection had in their study, Kettle and Stellar (1996) report that their subjects failed to make much movement toward this type of reflection.

Wile's (1994) study also focuses on the development of preservice teacher philosophies. However, unlike the previous studies, he relies on portfolios to help teacher candidates construct personal philosophy statements.⁹ More specifically, Wile (1994) tracks the portfolios of 60 students enrolled in two separate sections of a methods course. The portfolios, as a course requirement, are given the weight in value of one examination and is scored and self-evaluated by the portfolio owner.¹⁰ The implementation of the portfolios serve to address three main concerns:

- the extent to which students who ostensibly experienced the same course came away with personal notions about literacy education;

- what the portfolios revealed about the way students incorporated course ideas and merged them with their own beliefs about teaching;
- to what extent do divergent interpretations exist across similar topics or themes. (p. 12)

Wile (1994) does not cite a particular methodology for his evidently qualitative data collection. Rather, he states that it was conducted by “collect[ing] information pertaining to this portfolio procedure and its effects on students” and through the identification of key categories “by collapsing overlapping categories” (p. 12). Accordingly, his primary data source are the reflective summaries about the portfolio written by the students.

Having conducted what appears to be a simplified form of content analysis, Wile’s (1994) results identify nine distinct categories which he notes is “evidence of a teaching philosophy in action” (p. 13).¹¹ His primary finding reveal that portfolios enable students to “see connections between specific events and their personal development [which] was a real indicator of personal growth” (p. 14).

Summary

This section focused on three case studies which utilize personal teaching philosophy statements, in conjunction with several reflective strategies (e.g., journaling, structure interviews, card sorting) to capture the image of teaching held by prospective teachers. The three cases appear to exhibit similarities in research methodology, theoretical underpinning, and goal statement in that they all: (1) possess multiple data sources (to include a written or oral philosophy statement); (2) utilize different types of reflective instructional strategies; (3) conduct qualitative data analysis of all data sources

in order to arrive at key categories; (4) focus on the “existential experiences of the participants themselves (e.g., their language, actions, thoughts, feelings, and perceptions)” (Goodman, 1988, p. 122); and (5) operate under the premise that the process of explicitly articulating one’s philosophy acts as a kind of “scaffold to support [teacher candidates] in the construction of personally-meaningful theoretical orientations . . .” (Wile, 1994, p. 17).

Section IV: Conceptual Changes in Professional Development

In this section, a review of related literature is conducted that examines the varying degrees of conceptual changes that one might expect in preservice teacher thinking during the preparatory program. More specifically, this section focuses on the nature of changes in preservice students’ preconceptions about teaching that result while enrolled in a teacher education program or course specifically designed to promote reflective thinking. The studies selected for examination utilize different strategies to compel their teacher candidates to uncover, confront, and articulate their implicit thoughts about teaching. Additionally, the selected studies involve methods courses, an approach which was the backdrop for this research. Other commonalities between these studies and this research project include: (1) a majority of the teacher candidates have yet to act out their theoretical understanding of pedagogy in a real classroom such as that experienced during the student teaching phase of training; and (2) reflective strategies are utilized to help preservice teachers make explicit and change (if necessary) their implicit conceptions about teaching.

In recent years, much of the research pertinent to reflective thinking in teacher education has moved away from emphasizing preservice and inservice teacher behaviors to that of placing greater emphasis on individuals' cognitive processes. In the 1996 Handbook of Research in Teacher Education, Richardson (1996) states that the emphasis now appears to be:

. . . the formation or transformation of teacher thinking and reflective processes, dispositions, knowledge, and beliefs. This has led to numerous studies that examine changes in beliefs at the preservice and in-service levels, both as a natural process that accompanies the acquisition of teaching experience or as an outcome of systematic teacher education programs. (p. 110)

The studies alluded to often do not define the object of their study: "conceptual changes." Rather, it is assumed that the reader already possesses this understanding. In other instances, a definition is intentionally not provided as in the case of Gunstone & Northfield (1992) who state:

We deliberately choose to not give a "definition." To define (". . . to fix the meaning of . . .", Chambers Twentieth Century Dictionary, 1977) is to imply a static meaning, something we do not ever anticipate for this construct. So, we give our current understanding, our current construction for conceptual change. (p. 5)

In her chapter, "The Role of Attitudes and Beliefs in Learning to Teach," Richardson (1996) dedicates a section of her writings to examining such aforementioned studies which she refers to as "teacher change literature." Specifically, she categorizes

these studies into two groups--studies that examine changes in: (1) beliefs and attitude as a result of socialization and teaching experience, and (2) belief as the result of specific teacher education or staff development programs (p. 110). The findings of such studies provide teacher educators with an array of instructional methodologies that can potentially help prospective teachers to confront their personal understanding about teaching. It is important to note, however, that since these studies investigate the complex notion of human cognition, the results can never be declared as conclusive. That is, a specific strategy found to be effective in eliciting change in one instance, may not always be the case as expressed in Richardson's (1996) comment that "in many cases . . . some students change and others do not, or . . . they change in different ways" (p. 111). Taking this into consideration, many researchers of cognitive studies cautiously note that their findings are case-specific and not generalizable. For example, Kettle and Sellars (1996) state in their conclusion:

The dangers of generalising from the context-specific findings of case studies are recognised. This study makes no claims beyond giving an insight into the processes involved in the development of two student teachers' practical theories and into some of the factors which influence this development.

However it does raise issues of relevance to those planning preservice teacher education programs . . . (p. 22)

Similarly, McNeely & Mertz (1990) conclude with the statement:

This study was exploratory in nature, rather than definitive. It dealt with a small number of subjects . . . the subjects were not representative of the majority

. . . The findings may well be idiosyncratic to the subjects studied. (p. 24)

Boud, Keogh, and Walker (1985) posit that reflection is an experience which may result in changes of varying degrees. If changes do occur, they "may be quite small or they may be large" such as: (1) a new way of doing something, (2) the clarification of an issue, (3) the development of new perspectives on experience, or (4) changes in behavior (p. 34). Zeichner, Tabachnick and Densmore (1987), on the other hand, found that their student teachers' teaching perspectives "solidified but did not change fundamentally over the course of the 15-week semester" (p. 36). Likewise, Richardson (1996) identified nine preservice studies (Zeichner, Tabachnick & Densmore, 1987; Olson, 1993; McDiarmid, 1990, 1992; Ball, 1989; Civil, 1993; Simon & Mazza, 1993; Feiman-Nemser & Buchmann, 1989; Wilcox, Schram, Lappan, & Lanier, 1991) in which no change or little effect took place after the intervention of teacher education programs intended to promote reflection.

In the following studies, a variety of reflective strategies (e.g., journaling, concept mapping, direct experience, stimulated recall interviews) are used to evoke the self-discovery of unarticulated thoughts about teaching. The findings of these studies point to some degree of conceptual change.

In a two-part study conducted by Cole (1990), 150 prospective teachers are tracked as they accomplish ten "experiential reflective activities"¹² which culminate into a written "Beginning Personal Theory of Teaching" (BPT) statement. The BPT is seen as "a synthesis and extension of the insights gained . . ." from the ten reflective activities

(p. 10). Although in her conclusions, Cole (1990) does not refer to the term "change," she does report a *raised self-awareness* in the following "three broad areas:

- awareness of self as prospective teacher
- awareness of career choice and the development of professional goals
- awareness of self as developing professional. (p. 11)

In another study, Morine-Dershimer (1989) utilizes "concept maps" and several other complementary sources of data (e.g., peer teaching lesson plans, stimulated recall interviews completed after the peer teaching experience, and written self-evaluations) to track conceptual changes in eight preservice teachers enrolled in a methods course. Each student is instructed to draw two concept maps at the beginning of the course (pre-concept map) and two at the end of the course (post-concept map)--producing a total of four maps. Students are then asked to repeat these tasks at the end of the course.

Morine-Dershimer (1989) measures change in terms of nine topics. These include the categories of :

- Goals/Objectives
- Students
- Content
- Skills
- Methods/Strategies
- Management
- Materials
- Time
- Evaluation

Her findings point to a "strong increase" in several of the main categories and a "slight increase" in the number of subordinating levels (p. 48).

In a longitudinal study, Greene & Campbell (1993) track the professional development of 12 preservice teachers using a variety of reflective techniques (e.g., interviews, journals, constructive feedback, open discussions with peers, stimulated recall). The main purpose of the study was to help preservice teachers develop personal philosophies of teaching. Greene and Campbell (1993) found that all subject appeared to have made some kind of change in their thinking about teaching during the study. Specifically, Green and Campbell (1993) state:

surprisingly perhaps, . . . the university experiences and on-campus classes were identified as a major and significant context for the students' learning. Within this context three major themes seemed to emerge: (1) the role of professors, (2) the role and influence of peers, and (3) the role of reflection. (p. 6)

Apparently students "changed first as a result of having been taught" by professors who are seen as the primary "sources of information simply by virtue of their position" (p. 33). The role of reflection is credited by Greene and Campbell (1993) as being "perhaps the single most important contributor to the learning of the students in this study" (p. 33).

In 1994, Jones and Vesilind (1994) tracked the professional development of 23 teacher candidates during their last year of coursework (while enrolled in a methods course). Employing the reflective techniques of: (1) multidimensional scaling (a method for measuring cognitive distances which is the association a person makes between concepts), (2) concept mapping, and (3) interviews, Jones and Vesilind (1994) sought to answer the following research questions:

- How do student teachers' concepts of effective teaching change through time?

Do student teachers perceive changes in the organization of their concepts?

- Do changes in organization of concepts represent accretion or radical reconstruction of knowledge? (p. 2)

Their findings show that the most radical changes in preservice teachers' pedagogical knowledge took place during the student teaching phase. Jones and Vesilind (1994) also noted some changes taking place during the coursework phase. Specifically, they state:

... during the fall semester before student teaching, the changes evident in pedagogical knowledge were changes more akin to accretion, as evidenced by elaboration of existing superordinate concepts and hierarchies. This elaboration took the forms of increases in examples of concepts and increases in levels of hierarchies on the concept maps, changes attributed by students to their university courses. (p. 17)

Summary

In this section, the nature of changes that result after being exposed to various reflective strategies was presented. Again, it is perhaps Richardson's (1996) comment that best captures the types of changes that one might expect in prospective teachers' thinking about teaching. Specifically, she states that "in many cases . . . some students change and others do not, or . . . they change in different ways" (p. 111). Several studies were also presented that pointed to some degree of conceptual change in preservice

teachers' thinking about teaching. The assumption underlying these studies is founded in the consensus that preservice teachers' professional growth takes place through the process of reorganization and reconstruction of existing knowledge and concepts. Hence, the main purpose for each of the studies was to expose teacher candidates to a variety of reflective strategies to elicit for examination their implicit thoughts about teaching.

Section V: Examination of Written Documents through Inductive Content Analysis

This section presents a discussion of the framework for the data analysis technique used in this study--the data reduction technique of content analysis grounded in inductive analysis. This study is based on analyzing the participants' written documentation of their thoughts about teaching (e.g., philosophy statements, journal entries, reaction papers). As such, a document analysis technique was needed that would uncover themes, categories, and patterns--not to mention to help reduce the large volume of qualitative data.

The technique of content analysis was chosen as the primary means for the data analysis of this study because this process embodies the highly desirable quality of flexibility and has sustained "competence in analyzing all forms of communication" (Marshall & Rossman, 1989). There are numerous definitions available for this technique. Berelson (1953), for example, defines it as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p. 18). Similarly, Sommer and Sommer (1991) define it as "a technique for systematically describing the form and content of written or spoken material"

(p. 176). Carney (1972), on the other hand, provides a slightly different definition in that he states it is “*any technique* [italics added] for making inferences by objectively and systematically identifying specified characteristics of messages” (p. 5). Deese (1969) likewise states that content analysis “is simply *a collection of techniques* [italics added] for providing interpretations of texts and similar products” (p. 39). These examples support Marshall and Rossman’s (1989) claim that content analysis is not an easy term to define. More specifically, they comment that “the evolution of this technique has produced a flexible tool that is sufficiently fluid to allow analysts to arrange components to best suit the needs of their studies” (p. 98). In the same way, Holsti (1969) notes that “definitions of content analysis have tended to change over time with developments in technique and with application of the tool itself to new problems and types of materials” (p. 2).

While traditional forms of content analysis call for the construction of suppositions prior to the data collection, Sommer and Sommer’s (1991) illustration of content analysis in their book entitled, “A Practical Guide to Behavioral Research: Tool and Techniques,” found that it does not require the development of *a priori* hypotheses. Their approach also has the added benefit of allowing the use of an inductive type of approach to data reduction. Inductive analysis “means that the patterns, themes, and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis” (Patton, 1990, p. 390). Consequently, content analysis models that required construction of hypotheses prior to

data collection and data analysis (Berlson, 1953; Krippendorf, 1980; Marshal & Rossman, 1989; Holsti, 1969) were not suitable for this study.

Procedures for content analysis can be applied to the data “after data collection” or “in the field” as recommended by a commonly employed cognitive research procedure called the “constant comparative method” (Glaser and Strauss, 1967). However, Bogden and Biklen (1982) comment that “Although those who formulated the constant comparative method suggest their approach is applicable to any kind of data, it is most often used in conjunction with multiple-site, participant observation studies”(p. 70). They also comment that actual data collection does not necessarily have to be conducted while “in the field.” Instead, data analysis “after data collection” remains a viable alternative. This conviction is characterized in the following statement about analysis after field observation:

Many experienced observers know what to do; they take a break. They let the material sit, take a vacation, or do things they have neglected because they were consumed by the data collection, and then come back to it fresh and rested.

There is a lot to say for not tackling analysis immediately. You can distance yourself from the details of the fieldwork and get a chance to put relationships between you and subjects in perspective. You will get a new enthusiasm for the data that may have become boring. Also, you get a chance to read and mull over other ideas. (p. 155)

Particular drawbacks for postponing data analysis were also identified as: (1) using it as an excuse to procrastinate doing further work; (2) becoming unfamiliar with the contents

of the field observation notes; and (3) not being able to locate participants for the purpose of clarification or for additional information.

The data in this study were analyzed "after data collection" for several reasons: (1) the analytical process of inductive content analysis "organize[d] and elucidate[d] telling the story of the data" without the need of analyst interference (Patton, 1990, p. 392); (2) a clearer and more thorough picture of each participant's thinking was better captured when all written documents (e.g., all journal entries) were read as a whole and analyzed at one juncture instead of at disparate points in the study; (3) if clarification or more information was needed, the researcher had immediate access to the participants; and (4) the researcher wanted to be as unobtrusive as possible while collecting the data.

Chapter Summary

The review of literature was presented in five separate sections. Section one presented a discussion about the diverse nature of reflective thinking. It also presented the study's definition of reflective thinking.

Section two examined various instructional strategies that claim to promote reflective thinking in prospective teachers. Specifically, it focused on the reflective strategies of:

- Writing (journaling; reaction papers)
- Case Analysis of Contrived Situations
- Self-Analysis of Videotaped Microteaching Sessions
- Construction of a Working Portfolio

It also investigated four potential impediments to the successful implementing of these reflective strategies.

Section three examined the task of constructing personal philosophy statements and a detailed examination of three such studies was conducted.

Section four presented a general overview of the nature of changes that might be expected in teacher candidates after their exposure to reflective strategies. It also examined several studies that have claimed to have successfully documented conceptual changes in the prospective teachers' thinking about teaching.

Section five identified and examined the data reduction technique of "content analysis" which is used in this study to analyze the participants' written documentation of their thoughts about teaching.

CHAPTER III

Methodology

Basic Design

This study explored preservice teachers' implicit thoughts about teaching through the examination of the "existential experiences of the participants themselves (e.g., their language, actions, thoughts, feelings, and perceptions)" (Goodman, 1988, p. 121). More specifically, this study focused on the teacher candidates' experiences over a one-semester course as it was captured in subject-written or "personal documents" (e.g., journals, case study write-ups, reaction papers, reflective statements). Personal documents are described by Bogdan and Biklen (1982) as:

. . . any first-person narrative produced by an individual which describes his or her own actions, experiences and beliefs . . . the aim of collecting such materials is to 'obtain detailed evidence as to how social situations appear to actors in them and what meanings various factors have for participants'

(Angell, 1945, p. 178). (p. 97)

The nature of the problem for this study indicated that a qualitative approach to data collection would be most appropriate. Hence, this study was crafted as a descriptive case study using a variety of qualitative data collection methods (Marshall & Rossman, 1989; Strauss, 1987; Sommer & Sommer, 1991; Patton, 1990; Hitchcock & Hughes, 1989; Lancy, 1993). Data analysis, however, was conducted employing simple descriptive statistics to help validate, interpret, clarify and illustrate the findings of this study. This kind of linkage between qualitative and quantitative research is based

in such comments as “Quantities are *of* qualities, and a measured quality *has* just the magnitude expressed in its measure” (Kaplan, 1964, p. 207), and the quantification of qualitative data is “a means of making available techniques which add power and sensitivity to individual judgment when one attempts to detect and describe patterning of a set of observations . . . Why throw away anything helpful?” (Weinstein & Tamur, 1978, p. 140).

The case study methodology was chosen because: (1) it allows for “a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event” (Bogdan & Biklen, 1982, p. 58); and (2) “unlike other methods that tend to carve up a whole situation, community, or life into smaller parts, the case study tends to maintain the integrity of the whole with its myriad of interrelationships” (Sommer and Sommer, 1991, p. 195). It is also important to note that the case study, in and of itself, is recognized as a qualitative method, and that:

although it ‘. . . does not claim any particular [techniques] for data collection or data analysis . . .’ (Merriam 1988, 10), the investigator is more likely to utilize the techniques associated with other qualitative methods such as ethnography, than with say, the experimental or survey methods. (Lancy, 1993, p. 142)

This case study incorporates a multimethod approach to data collection because Kagan (1990), who reviewed numerous cognitive studies similar to this one, expressed specific concerns about the problematic nature of cognitive research. More specifically, she suggests that cognitive researchers should utilize a multimethod

approach to data collection because it is “more likely to capture the complex, multifaceted aspects of teaching and learning” (p. 459). The specific concerns of studies that focus on pre or in-service teacher thinking include:

- the notion of teacher cognition is somewhat ambiguous because researchers invoke the term to refer to different products (e.g., thoughts during lesson planning; implicit beliefs about students, classrooms, and learning; reflections about their own teaching performance)
- there is the problem of rendering comparative judgments about teachers' cognitions. What constitutes good or bad reflection? Are all self-reflective thoughts of equal value or appropriateness?
- they [teachers' cognitions] generally cannot be assessed directly, for a number of reasons: they are often held unconsciously; teachers sometimes do not possess language with which to describe them; teachers may be reluctant to air unpopular beliefs; and beliefs appear to be highly contextualized. (Kagan, 1990, p. 420)

Research Subjects

The sample population for this study consisted of seven foreign language undergraduate preservice teachers enrolled in a methods course at a Mid-Atlantic University. The students were all female teacher candidates ranging in age from 22 to 31 years. Pseudonyms were assigned to the individuals as indicated in the Consent Form to Participate (See Appendix I). Hence, the participants for this study included: (1) Amy; (2) Rose; (3) Yolanda; (4) Ariel; (5) Katie; (6) Genie; and (7) Emily. Four of

the participants were non-native speakers of English. Their cultural and educational backgrounds varied significantly along with their proficiency with the English language.

NAMES OF NON-NATIVE PARTICIPANTS	NATIVE COUNTRY	ARRIVED IN U.S.	ACQUISITION OF THE ENGLISH LANGUAGE
ROSE	SPAIN	1983	Self-Taught
YOLANDA	COLUMBIA	1986	Attended U.S. Schools
GENIE	PERU	1991	Private Lessons in Peru
EMILY	ITALY	1990	Attended U.S. Schools

There were actually eight students enrolled in the course but one student was a master's certification teacher candidate whose qualifications were not amenable to this study. While she did participate in the reflective strategies and rate the effectiveness of various reflective strategies, the outcome of her reflective activities was not calculated in the overall research results.

The initial questionnaire presented to the teacher candidates on the first day of class revealed that five participants had no teaching experience at all, while two (Amy and Rose) had some experience, but no formal training. Specifically, Amy had taken a one-semester education psychology course in which she had the opportunity to observe live classroom activities once a week. However, after her cooperative teacher suffered an injury, Amy became the teacher once a week for part of the class term. Similarly, Rose had taught English in her native country for six months. She also had an opportunity to teach an English As A Second Language (ESOL) course during EDCI

434. Rose claimed her teaching experience only involved simply following preestablished teaching plans.

The researcher received permission from the Departmental Human Subjects Committee before proceeding with this study. Furthermore, participants were asked to grant the researcher permission to (1) examine and duplicate collected artifacts (written, oral, or videotaped) contained within the portfolio, (2) formally interview them during the semester, and (3) audiotape or videotape them (if necessary) at appropriate junctures in the study.

In a methods course of the year prior to this study, the researcher and the course instructors conducted a pilot study which utilized working portfolios as both a reflective tool and a collective medium for professionally-oriented artifacts and all required course work (e.g., journals entries, microteaching feedback, teacher observation write-ups). The findings from this pilot study identified the following valuable contributions that portfolios could add to teacher candidate development: (1) a means to identify baseline artifacts for use in a future professional portfolio; (2) a powerful instrument to elicit reflective thinking about all kinds of artifacts and, in some cases, eliciting re-reflections; (3) a meaningful incentive to write (or begin writing) a philosophy of teaching statement since it is required of all professional portfolios; and (4) an easily accessible holding place for all classroom assignments.

With the results of this pilot study in mind, the researcher requested that four case study write-ups, three journal reaction papers, and the self-analysis of the microteaching session (journal writing and the portfolio were already course

requirements) be added to the Fall 96 course syllabus. The portfolio remained the medium for collecting all of the written documents.

At the start of the semester, as a doctoral intern to the course instructors, the researcher's primary responsibility in the methods course was to introduce the portfolio concept to the students, monitor their progress, and be available to assist students if problems arose. In order to validate the evaluation process, the portfolios were reviewed twice during the semester by an outsider (another doctoral student) who did not know the participants and vice versa. The graduate student also assigned a grade to each student portfolio.

At mid-semester, due to the sudden illness of one of the instructors, the researcher's role changed from being an intern to that of co-instructor of the methods course. With this came the responsibility of assigning grades to the students at the end of the semester (with the exception of the portfolios). In spite of this change in role, the researcher continued to be as unobtrusive as possible in collecting data for this study. Rossman and Marshall (1990) note that "some researchers consider the use of unobtrusive methods to be unethical; they feel that subjects should be informed on the nature of the research" (p. 101). In this study, the participants were informed of the researcher's primary interest which centered on the development of their personal philosophies of teaching over a one-semester period. They, however, were not informed of the secondary interest which focused on investigating the effectiveness of certain reflective strategies which were subsumed under the methods course requirements (e.g., writing reaction papers, weekly journal entries). This was done for

two reasons. First, in order to obtain a more truthful and accurate reaction from the participants during interviews and in answering the final questionnaire, it was important that the teacher candidates remain as dispassionate as possible about the reflective strategies. Second, in taking into consideration Bolin's (1990) findings which indicated that some preservice teachers already view the "preservice program [as being] . . . a disruption of life rather than an experience of continuity. . . [and see] engaging in reflection [as] . . . simply another hurdle to pass on the way to being a real teacher and thus may not have a lasting impact (p. 17)," the researcher thought it was important not to place undue emphasis on those concepts.

Research Setting: The Methods Course

The setting was limited to a 15-week foreign language methods course which met one day per week (in three-hour sessions). This course was team taught by two faculty members (assisted by the researcher). However, as mentioned earlier, because of the sudden illness of one of the course instructors, the researcher was placed in an instructor role midway through the semester.

The instructors devoted a significant amount of time interacting with the teacher candidates as a whole or in small discussion groups. Time was also put aside before and after class in which both instructors were available to work with students on an individual basis. Furthermore, students were trained on and provided with the use of a campus-wide electronic mail system which gave them ready access to the faculty or other members of the class.

The underlying premise for the course was to challenge prospective foreign language teachers' thinking about second language teaching and learning and to aid in their transition from thinking like college students to thinking and acting like teachers. Not unlike Cannon's (1981) language methods course, this course was designed "from an eclectic base in which the traditional approach to teaching language methods--history, philosophy, and theory--is yoked to the day-to-day demands of teaching a foreign language" (p. 280). The syllabus provides evidence of the multifaceted nature of the course and its schematic incorporation of the six College of Education Knowledge Base categories (see Appendix A) as a basis for each objective. Specific course objectives included individual demonstration of: (1) understanding and internalization of foreign language methodology; (2) competence in proficiency-oriented instruction where theory-based concepts and instructional materials are chosen appropriately and applied in appropriate microteaching sessions; and, (3) professional growth and attaining second-language pedagogy concept through the development of a personal portfolio. Activities used to attain these objectives included (but were not limited to): (1) reflective writing opportunities (journals, case studies, reaction papers); (2) videotaped peer-teaching experiences (microteaching sessions); (3) constructing philosophy statements and personal portfolios; (4) interactions with guest speakers from a variety of educational backgrounds; (5) actively participating in both class and small group discussion sessions; (6) observing and critiquing live classroom activities; and (7) creating and implementing practice lesson plans.

Instruments

The instruments used for data collection in this study included various reflective writing mediums (e.g., journal entries, reaction papers); interviews; questionnaires; audiotaped records; observations; and informal conversations. These instruments were used to document the experiences of foreign language preservice teachers as they were exposed to different reflective strategies. Each reflective strategy was designed to provide them with the opportunity to critically examine their personal philosophies and preconceptions about teaching. In this study, the portfolio was utilized not only as an opportunity to elicit reflective thinking, but also as the medium or central repository for their reflective thoughts. That is, all of the classroom assignments (e.g., journal writing, homework assignments, reaction papers) were maintained in the teacher candidates' working portfolio. The construction and maintenance of the portfolio was a requirement for the one-semester foreign language methods course. The portfolio project was valued at 10% of the final grade and was being utilized by the course instructor as one of the means of student evaluation. More specifically, the "Final Grade Values" for the methods course were as follows:

- | | |
|---|------|
| • Participation | 3/10 |
| • Personal Journal and School Observation Assignments | 1/10 |
| • Videotaped Peer Presentation | 2/10 |
| • Mid-term Student Goals-Attainment Assessment | 2/10 |
| • Personal Portfolio | 1/10 |
| • Final Student Goals-Attainment Assessment | 1/10 |

Sources of Data

Written Data

Philosophy Statements.

The participants were asked to construct practical teaching philosophy statements (See Appendix C) which they could take with them into the student teaching phase of their training (which immediately followed the methods course). After writing an initial philosophy statement at the start of the course (11 Sep), the teacher candidates were again required to compose a mid-semester (30 Oct) and a final version (4 Dec) of the statement. All renditions (to include the initial statement) were maintained in each teacher candidate's portfolio. The researcher photocopied the statements at the time of the formal portfolio reviews (30 October and 27 November). During the semester, the teacher candidates were required to have four peer reviews of their three teaching philosophy statements. Each peer's feedback was recorded on a "Peer Feedback Form" (see Appendix D). The feedback form was developed by the researcher and effectively utilized in a previous methods course to provide each member of the class with peer input about certain artifacts placed into the portfolio. The use of the form is consistent with Walker's (1985) comment that "openness to share with others and openness to listen to others are two important aspects in keeping the portfolio" (p. 56).

Questionnaires.

Initial Questionnaire

An initial questionnaire (see Appendix E) was given to the participants on

4 September (the first day of class) in order to obtain background information about each teacher candidate. Specifically, it was designed to identify whether any of the participants had had previous teaching experiences. Furthermore, the questionnaire established a “starting point” for this research in that the participants were asked to identify three general characteristics of a “good” foreign language teacher. These characteristics were compared with the contents of their philosophy statements. Additionally, this questionnaire was helpful in providing the researcher with an additional data source for the triangulation process.

Final Questionnaire.

The main purpose of the final questionnaire (see Appendix F) was to determine the degree to which the teacher candidates felt the various reflective strategies contributed to the development of personal ideas and theories about teaching. The participants were asked not to reveal their identities on the questionnaire. Anonymity was thought to enhance the integrity of the results. Furthermore, the questionnaire was used to determine how the overall experience of a one-semester methods course could be effective in helping teacher candidates to construct operational philosophy statements prior to entering the student teaching phase. The questionnaire was straightforward with items organized in logical categories and sequence. A Likert format for the questionnaire was chosen because it provided the best means to determine the respondent’s degree of agreement or disagreement with each of the questions.

Reflective Statements in Portfolios.

Each artifact placed into the portfolio required a reflective statement from the owner. Hence, in some cases, this resulted in the re-reflection of preservice teacher's thoughts about teaching. These statements provided the researcher with yet another valuable means of examining individual thinking about teaching at certain junctures in a one semester methods course.

Journals.

Each preservice teacher maintained a personal journal as part of the course requirement (10% of total grade). All entries were dated, written on loose-leaf pages, and kept in a loose-leaf binder. These journal entries included their personal reactions to various events (e.g., reading assignments, class discussions, off-campus laboratory observations). The journals were maintained in the portfolio, and were photocopied by the researcher during the formal portfolio reviews.

Case Study Write-Ups.

During the semester, the participants of this study reviewed four different published case studies. Unlike the journal writing and free-style reaction paper tasks which were subjective in nature, this reflective task required a more objective analysis. The four cases were carefully chosen by the researcher from Shrum and Glisan's (1994) book entitled, "Teacher's Handbook: Contextualized Language Instruction." Each case study was a take-home assignment in which the student reviewed the material and then answered questions. During the next class session, an open discussion considered the students' impression of the work and possible alternatives. After thoroughly exhausting

the list of possible solutions, the teacher candidates were tasked to write reflective statements about their experience.

Reaction Papers.

Each preservice teacher was required to write free-style reaction papers in response to three journal articles at various junctures during the semester. The reaction papers were employed to determine the level of consistency with the themes identified in their personal philosophy statements. Two of the articles were selected by the researcher and included: (1) “Tourist or Explorer? Reflection in the Foreign Language Classroom” (Fischer, 1996); and (2) “Even Teachers Get the Blues: Recognizing the Alleviating Language Teachers’ Feelings of Foreign Language Anxiety” (Horwitz, 1996). These articles were selected by the researcher because: (1) they were well-written and thought-provoking; (2) easy to follow and understand (researcher was being sensitive to the large number of nonnative speakers of English); and (3) it introduced the teacher candidates to a popular foreign language journal format. The third journal article was a “free choice” article which meant that the preservice teachers were allowed to select an article for review. This was done to promote the students’ active participation.

Self-analysis of Microteaching.

As a final project in the course, the preservice teachers were tasked to critique the videotape of their microteaching experience. This assignment involved the preparation of a 20-minute lesson plan incorporating all four language skills (listening, reading, speaking, and writing) to be presented to other members in the course.

For the purpose of this study, the microteaching experience is viewed as having “put into action” the teacher candidates’ philosophies about teaching. The teacher candidates recorded their critiques in like manner by characterizing demonstrated attributes as either “positive” or “negative.” This self-analysis tool provided valuable information to the researcher regarding what each teacher candidate considered “good teaching.” Again, it was examined for consistency with the philosophy statements.

Post Survey.

During the validation process (7 May), the participants were asked to list the five strategies in the order of effectiveness in helping them to develop their philosophy statement. Their responses were compiled (See Appendix J) and used by the researcher during the triangulation process.

Verbal Data.

Initial One-on-One Interview Protocol:

During the semester, the researcher met with each participant for approximately 30 minutes for an initial one-on-one interview (between weeks 3 and 4). The interview was audiotaped with permission of the interviewees. Using a formal interview protocol (Appendix G) as a guide, the researcher asked a variety of open-ended questions in an attempt to probe deeply into the teacher candidates’ thoughts about teaching and to solicit their opinions about which reflective strategy had been the most effective since the beginning of the methods course. It should be noted that up to this point, they had been exposed to journal writing, a journal reaction paper, and a case study. Furthermore, the participants were asked to respond to two identical questions during

the initial and final interviews: (1) What do you value the most in teaching? and, (2) How would you describe "good teaching" or "good instruction"? The responses to these questions were helpful in providing the researcher with another data source for comparative purposes and for the triangulation process.

Final Interview: A Take-Home Interview.

This interview was originally scheduled to be a formal one-on-one interview (like the initial interview) but with the approach of the end of the semester, final examinations, and teacher candidates preparing for the holiday season, it became difficult to make arrangements to meet with each participant. Consequently, the teacher candidates asked if they could record their answers into audiotapes and mail their responses to the researcher. The researcher agreed to this with the understanding that the participants would be available to clarify if problems with transcription arose. For that reason, the researcher provided each participant with detailed instructions (see Appendix H), a blank cassette tape, a self-addressed envelope, and in some cases, a taperecorder. All participants promptly returned the tapes within a two-week timeframe (week 14-15). The researcher immediately reviewed all of the tapes to insure that the instructions were properly followed and to verify the appropriateness of the data. Although the tape was reviewed in its entirety, only portions of the tape was transcribed. This is in line with Bogdan and Biklen's (1982) suggestion that:

Because of the extensive time and expense involved in transcribing interviews . . . one short cut is to type transcripts yourself, but leave out a lot of the material that does not address your concerns. While there are some dangers

involved in this short cut, the risks are often worth the gains. (p. 96)

The portions of the tape selected for transcription focused on preservice teachers' comments about the effectiveness and ineffectiveness of reflective strategies (primarily those under study) and about their philosophy statements of teaching in general.

Data Collection Process

This study was conducted during Fall Semester, 1996. Data were collected through the 15 week methods course, from 4 September through 11 December. This extended data collection period developed a richly documented record from various sources. These data were centered in documenting the preservice teachers' professional development and in identifying patterns of change in their personal thoughts about teaching over a one semester period. For the purpose of this study, the methods course was divided into Phase One and Phase Two.

Insert Figure 1 about here

Phase One employed the use of certain reflective activities to help develop and make explicit the teacher candidates' tacit thoughts about teaching. Ideally, these thoughts would then be captured in the written language of the Mid-Semester Philosophy Statement at the end of Phase One. Similarly, Phase Two utilized several reflective activities which also culminated in the construction of a Final Philosophy Statement. By segmenting the course as Phase One and Phase Two, the researcher was able to: (1) compare and contrast the physical changes (as determined by the line-by-line analysis) of each philosophy statement (e.g., changes in word choice, tonal

9/ 4 INITIAL QUESTIONNAIRE

9/11 **INITIAL PHILOSOPHY STATEMENT** P
BEGIN JOURNAL (PART I) H

9/18 **JOURNAL ARTICLE #1 REACTION PAPER** A
CASE STUDY #1 S

9/25 **INITIAL ONE-ON-ONE INTERVIEWS** E

10/2 **CASE STUDY #2**
[note: Middle School Teacher Observations Begin] O

10/9 N

10/16 **CASE STUDY #3** E
10/23

10/30 **MID-SEMESTER PORTFOLIO REVIEW**
JOURNAL ARTICLE #2 REACTION PAPER
COLLECT JOURNAL PART I
MID-SEMESTER PHILOSOPHY STATEMENT

BEGIN JOURNAL PART II P

11/6 [note: High School Teacher Observations Begin] H

11/13 **CASE STUDY #4** A

11/20 S

11/27 **FINAL PORTFOLIO REVIEW** E
SELF-ANALYSIS OF MICROTEACHING
JOURNAL ARTICLE #3 REACTION PAPER
FINAL PHILOSOPHY STATEMENT T

12/4 **FINAL ONE-ON-ONE INTERVIEWS** W
COLLECT JOURNAL PART II O

12/11 **FINAL QUESTIONNAIRE**

5/7 **POST SURVEY**

Figure 1. Data Collection Activities

variations, deletion of sentences); (2) identify the addition or deletion of teaching-centered themes as described in each philosophy statement; and (3) examine the content of the various reflective mediums (journal entries, case study write-ups, reaction papers) to determine if it was consistent with what was being said in the preservice teachers' final philosophy statement (which would ideally be the statement representing the thoughts and ideas about teaching just prior to entering into the student teaching phase of training).

Written Data

The initial and final questionnaires were respectively administered at the beginning of class (4 September) and at the end of the semester (11 December).

During the semester, journal entries were also collected on four separate occasions by the main course instructor. The process allowed the instructor to initiate dialogues with the teacher candidates in order to further encourage and challenge them to critically examine their personal thoughts and ideas about foreign language teaching. The researcher tried to avoid any kind of dialoguing with the participants related to this activity because journal writing was a reflective strategy which was under investigation. However, due to unexpected circumstances, the researcher ended up reviewing and making comments on one set of journals on 13 November (during Phase Two). For the purpose of this study, each of the preservice teacher's journal entries (Part I and Part II) were photocopied by the researcher once during Phase One (30 October) and once in Phase Two (27 November).

Four different case study reviews were accomplished on four separate occasions: 18 September, 2 October, and 16 October (Phase One) and 13 November (Phase Two). Preservice teachers had one week to review a case and then participated in open discussions about them during the next class meeting. The case studies were then placed into their portfolios and reflective statements were required on each case as part of the portfolio requirement.

The participants were tasked to write reaction papers on three separate journal articles on 18 September and 30 October (Phase One) and 27 November (Phase Two). The researcher selected two of the articles from the "Foreign Language Annals," and the participants chose the remaining article.

On 7 May, the researcher met with the participants of the study to validate the results of the thematic and physical breakdown of their individual philosophy statements. The teacher candidates were in their student teaching phase and had been in the field for approximately five months. The researcher took advantage of the remaining time with the participants to do a post survey to determine which reflective strategy had been the most and least effective in getting them to think about their personal philosophies about teaching. The researcher was looking for consistency in their answers from the previous semester responses. The five reflective strategies were listed on the board in a circular fashion and the participants were asked to list the five strategies in the order of effectiveness in helping them to develop their philosophy statement. Furthermore, they were instructed to explain why a particular strategy was identified as "worse" and as "best."

The portfolio was the primary medium used to collect all written data sources and were formally collected from the preservice teachers once during Phase One and once during Phase Two. Prior to handing them over to the graduate student (who reviewed, evaluated, and assigned grades to the portfolio project), the researcher took a few days to photocopy the essential items for this study. Specifically, these included the (1) journal reaction papers, (2) case study write-ups, (3) self-analysis of microteaching experience, (4) selected reflective statements from the portfolio, and (5) the three philosophy statements (if three were written).

Verbal Data

All interviews were audiotaped. One preservice teacher expressed some discomfort in being audiotaped but gave it a positive twist by commenting that this kind of experience will help prepare her for the upcoming school interviews.

Preparations for Data Analysis

Although Bogdan and Biklen (1982) support data analysis after data collection (which is the case in this study), they warn that:

taking too long a break has drawbacks. It can be a stalling tactic to put off the hard work ahead. It can also cause you to lose touch with the content of your notes. The most serious drawback is that the need to return to the field to collect additional data may arise and if the break has been too long returning can be a problem. Subjects are difficult to locate or have changed positions, or the setting is not the same as when you left it. (p. 155)

Taking heed of these warnings and with the knowledge that the participants of this study would only be available for one more semester following data collection, the researcher began preparing the data for analysis immediately following course completion. Specifically, the following items were considered in the preparation of the data: (1) the initial and final interviews; (2) the preservice teachers' philosophy statements; and (3) the creation of display matrices.

First, it became apparent to the researcher that the large amount of data needed to be systematically reduced. This process began with the transcribing of the initial and final interviews. Bogdan and Biklen's (1982) recommendation of a "short cut" approach to transcribing interviews was utilized. It is based on their comment:

Because of the extensive time and expense involved in transcribing interviews, people working without research funding often take short cuts. One short cut is to type transcripts yourself, but leave out a lot of the material that does not address your concerns. While there are some dangers involved in this short cut, the risks are often worth the gains. (p. 96)

Second, the philosophy statements needed to be standardized (e.g., font size, spacing, margins) with each sentence sequentially numbered in preparation for the physical (line-by-line) analysis of the documents (See Appendix C). Hence, all philosophy statements (initial, mid-semester, and final) were retyped to a common format. It should be noted that because four of the seven participants were non-native writers of English, many errors were present in the original philosophy statements. These errors were not corrected and remained in the retyped versions. Furthermore, in

order to insure that these errors remained and were not inadvertently corrected by the researcher during the standardization process, each philosophy statement was read into a tape recorder (with emphasis on the location of the errors) and played back as the researcher read the retyped version while noting the location of the original errors.

Third, Miles and Huberman (1994) suggests that researchers “trying to understand why specific things happen as they do and how people in the cases explain why things happen as they do” (p. 148) should utilize a case display format. More specifically, Miles and Huberman (1994) comment that the “Case Dynamics Matrix,” enables one to “display a set of forces for change and trace the consequential processes and outcomes.” (p. 148). In short, it provides an inductive explanation about the phenomenon under study. In utilizing such a matrix:

much of the analysis occurs during the actual data entry, which is done by moving across each row. By the time the row is filled in, the analyst has a first sense of what the dynamics have been (tactic: noting patterns, themes).
(p. 149)

With this in mind, the researcher designed several different matrices for use in this study.

Data Analysis

Figure 2 provides a general layout of this study’s data analysis process. The map is helpful in depicting the sequence of events that the researcher followed in analyzing the large quantity of data. Data collection took place in the field (during Fall Semester 1996) and the analysis began after course completion.

Insert Figure 2 about here

Since this investigation's main data source are the preservice teachers' written documents (e.g., journals, reaction papers, portfolio reflective statements), the data reduction technique of content analysis grounded in inductive analysis was utilized. This technique quantifies the data by uncovering themes, categories, and patterns. That is, "instead of impressions about trends and biases, the investigator comes up with precise figures" (Sommers & Sommers, 1991, p. 176).

Physical Changes

A line-by-line analysis to compare and contrast the initial, mid-semester, and final philosophy statements was conducted by the researcher in order to identify the physical variations in the statements (See Appendix M). Examples of physical changes included (but were not limited to): (1) change in word choice; (2) variation in tone moving from an assertion to that of a lesser proclamation, or vice versa such as "you **must** give positive reinforcement" to "you **should** give positive reinforcement"; (3) shift in the making of simplistic statements about a particular teaching goal to that of providing the specific means to attaining that goal; and (4) better development of an idea which was briefly mentioned in a previous statement. In addition, a word count was conducted on each philosophy statement to examine the variation in length of each revision from initial to final. The word count was useful in identifying (1) if any correlation existed between statements of higher word count and those of lower count;

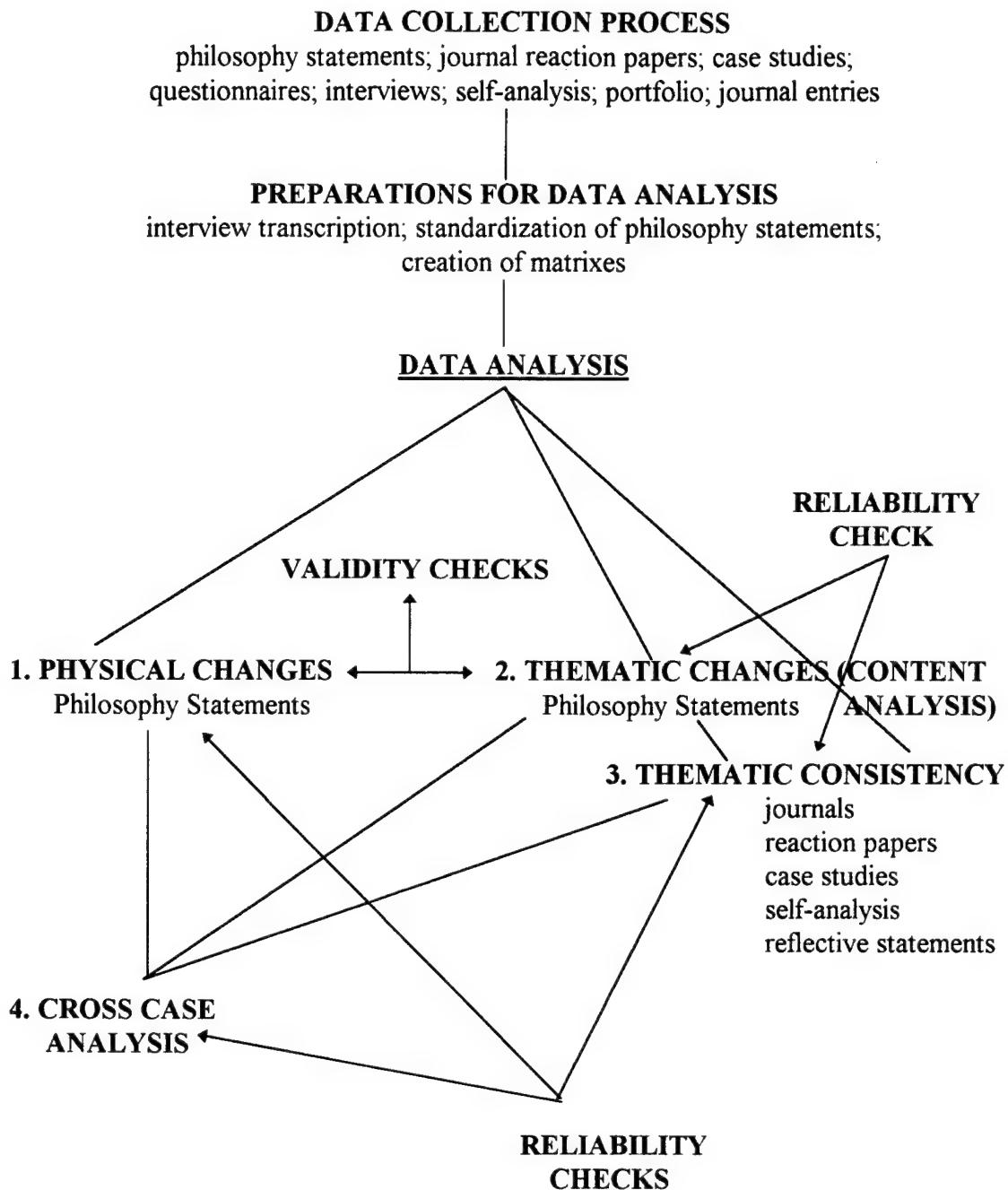


Figure 2. Map of Data Analysis Process

(2) levels of effort put forth by the participants in revising or rewriting their philosophies; and (3) those participants whose philosophies had not changed.

Thematic Changes

Utilizing content analysis, each participants' three philosophy statements were examined to extract themes (or units of data) to identify regularities and patterns in teacher candidates' thoughts about teaching throughout the length of the course (See Appendix N). The themes that were identified in the initial philosophy statement represent the preservice teachers' preconceptions about teaching while the final statement is a culmination of their thoughts after completion of the methods course curriculum.

Content Analysis

Sommer and Sommer (1991) define content analysis as "a technique for systematically describing the form and content of written or spoken material" (p. 176). Content analysis was chosen as the primary method for identifying changes in the philosophy statements because it can accommodate "cross comparisons and [for] examining trends over time" (p. 182).

Sommer and Sommer's (1991) illustration of selecting categories for classification was adopted in this study. Specifically, they suggest that:

[the] best way to select categories for classification is first to skim over the materials to identify the major themes. These can be listed as they are found.

When the categories begin to repeat themselves (i.e., the material all seems to

be covered by the previous categories), you can stop for the moment . . .

(p. 177)

Consequently, after iterative readings of each philosophy statements, the researcher classified the resident themes into three general categories: (1) Teaching Centered, (2) Learning Centered, and (3) Others. Specifically, Teaching Centered themes were those that explicitly focused on teacher responsibilities, behaviors, activities, characters, considerations, techniques, recommendations or advice. Learning Centered themes centered on learning and learner specific topics. Others themes were those items that the researcher could not place into the aforementioned categories (e.g., statistics, figure of speech, critical perspectives). Sommer and Sommer (1991) state that such a heading is "legitimate . . . for unusual items that belong nowhere else and aren't sufficiently numerous to warrant a separate heading" (p. 178).

Thematic Consistency

For the purpose of this study, a data source (e.g., journal entries, case study write-ups, reaction papers) was considered thematically consistent with the philosophy statement when it had, at minimum, one theme in common. For example, if after reviewing Case Study #4, the write-up failed to identify one of the identified philosophy themes, it would then be categorized as not thematically consistent with the philosophy statement. More specifically, to determine if the overall content of the written documents (that resulted from the implementation of the five disparate reflective strategies) mirrored the themes identified in the philosophy statements, Bogdan and Biklen's (1982) suggestion for coding the "units of data" was used.

Cross Case Analysis

Miles and Huberman (1994) identify two primary reasons for conducting cross case analysis: (1) to enhance generalizability; and (2) to deepen understanding and explanation (p. 173). In this case study, cross analysis was conducted using the identified physical changes, thematic changes, and the thematic consistency results for the purpose of noting common and diverse patterns in the seven cases.

First, to prepare for cross case analysis, the identified physical changes were categorized according to the type of change that had occurred. A matrix was constructed with the categories and type of change as the indices (See Appendix P). The points of incidence were reduced to percentages for ease of comparison. These categories were then placed on a matrix and examined across the seven cases to note patterns of change that were common in two or more cases.

Second, in examining thematic change over a one semester period, the researcher took into consideration the total number of themes identified for each philosophy statement. Since these numbers corresponded to particular points in time over the course of the semester, a graph was created to capture the overall pattern of thematic change (See Appendix Q). Furthermore, in order to establish the tenacity of entering preconceptions about teaching (as captured in their initial philosophy statement), the researcher compared it with the themes identified in the final philosophy statement (See Appendix R). For example, if six of the final ten teaching-centered themes were reflected in both the initial and final statements, it was concluded (using simple descriptive statistics) that 60% of the final philosophy themes were already

present in the initial philosophy statement. The implication about the remaining themes (40%) is that they were incorporated into the philosophies during either Phase One or Two.

Third, in order to determine if the statements in the data sources were consistent with the teacher candidates' latest personal philosophy statement about teaching, only the teaching-centered themes were considered. More specifically, in examining the various data sources in Phases One and Two, teaching-centered themes (or units of data) were either coded as a philosophy theme, or placed into a broad category designated, "Other Teaching Centered Themes Not Mentioned in the Philosophy Statement" (See Appendix S). Once identified as a philosophy theme, the data source in which it was located gets a "hit" in the "Overall Analysis of Written Document" chart (See Appendix U). Using simple descriptive statistics, the thematic consistency in Phase One and Two were identified.

Reliability and Validity

In order to enhance reliability, the researcher employed the assistance of another graduate student to code sets of identical but randomly chosen data sources at different points in the data analysis process. Differences in outcome were mitigated by consensus. According Miles and Huberman (1994), intercoder reliability is expressed by the following relationship:

$$\text{reliability} = \frac{\text{number of agreements}}{\text{total number of agreements} + \text{disagreement}}$$

wherein, an intercoder reliability of 80% or better is desired.

During the initial reliability check of the various data sources, an intercoder reliability of 69% was reached. The few areas of disagreement in outcomes were resolved easily when the basis for the divergence was determined. Indeed, six of the seven cases were non-native English speakers/writers. As a result, the words (units of data) could not be readily coded without complete examination and knowledge of the contents of all data sets associated with that particular case. A common understanding of the writers' intent must be used as the entering argument by both coders to eliminate language usage as the root of disagreements. The second reliability check resulted in an interreliability rate of 80%.

To insure that the content of the philosophy statements was correctly interpreted, the researcher had the participants validate the remarks on May 7th. Furthermore, the participants were given the opportunity to validate the thematic breakdown of each of their philosophy statements.

It should also be noted that the data analysis of the physical changes and the thematic changes essentially cross-validate one another. That is, a specific line number (derived from chronologically numbering sentences in all three philosophy statements) could always be referenced for each thematic change. In this way, no thematic change could take place without direct reference to a particular physical change as identified.

Chapter Summary

This chapter focused on the methodology used in this study. Specifically, it examined the basic design and described the research participants and the setting. The various data collection techniques and the different types of data sets (both written and

verbal) that were collected in the study were described. The final section of the chapter examined the process of data analysis and reported on how its validity and reliability were circumscribed.

CHAPTER IV

Results and Interpretation

This study was designed to investigate the development of preservice teachers' philosophy of teaching over a period of one semester. The participants included seven teacher candidates enrolled in a 15-week foreign language methods course. The culminating event of the course was a microteaching session at the end of the semester which provided participants with an opportunity to experiment with their personal philosophies about teaching (presumably captured in their final rendition of their philosophy statement). Five reflective strategies were implemented as course requirements to help the participants make explicit their tacit and personal thoughts about teaching. All of these strategies resulted in sets of written documents which were examined for distinctive patterns and themes within and across seven cases.

The findings of this descriptive case study relative to the research questions are presented in this chapter. More specifically, a single case within the study (Genie) is used to illustrate the dynamics involved in arriving at individual findings. This example is followed by the presentation of the remaining results from across the cases for the purpose of contrast and comparison.

Major Research Questions

The research questions investigated in this study were:

1. How do the preservice teachers' philosophies about teaching change over a one-semester period as analyzed through their individual philosophy statements?

- a. What was their initial philosophy statement?
- b. What were their mid- and final philosophy statements?
2. What kinds of statements about teaching are reflected in other written data sources (e.g., journals, reaction papers, case study responses) and are they consistent with the students' latest personal philosophy statements about teaching?
3. Which reflective strategy appeared to be most helpful in evoking critical deliberations about one's philosophy of teaching?

Research Question #1

1. **How do the preservice teachers' philosophies about teaching change over a one-semester period as analyzed through their individual philosophy statements?**
 - a. **What was their initial philosophy statement?**
 - b. **What were their mid- and final philosophy statements?**

Physical Change

As described in Chapter III (Methodology), physical changes are characterized by analyzing word counts and line-by-line comparisons across the Initial, Mid-Semester, and Final philosophy statements. I first present the data associated with a single case (Genie), followed by the physical changes across all seven cases.

Genie's Word Count

A simple word count conducted on Genie's Initial, Mid-Semester, and Final philosophy statements revealed a pattern of 331, 327, and 329 words per statement. Comparing the Initial and Final statements, the total change in word usage was

calculated at -2 (See Table 1). Change in this context is defined as the word count difference between the Initial and Final philosophy statements.

Insert Table 1 about here

Cross Case Word Count

A variety of patterns were noted across the cases. Four participants revealed increases in word count while three others showed a decrease. On the extreme ends, over the semester, Ariel's statement declined by 384 words while Rose's statement increased by 355. Furthermore, Amy and Yolanda's Initial and Mid-Semester word counts were identical. Interviews revealed that Amy and Yolanda did not feel that their philosophy statements had changed during Phase One so the Initial philosophy was carried over to Phase Two.

Genie's Line-By-Line Analysis

A variety of changes were noted as a result of this analysis (See Table 2).

Insert Table 2 about here

Specifically, 14 types of changes were identified. These changes, however, were further reduced into the four repeating categories of:

- Outsider to Insider Perspective
Aspiration to Declaration
- Insider to Outsider Perspective
Self-assured to Less Confident

Table 1**Physical Change: Word Count**

	INITIAL	MID	FINAL	Change
ARIEL	945	972	561	-384
YOLANDA	502	502	282	-220
GENIE	331	327	329	-2
ROSE	370	517	725	+355
EMILY	260	268	402	+142
KATIE	295	363	373	+78
AMY	235	235	270	+35

Note: Change is the word count difference between the Initial and Final philosophy statements.

Table 2Physical Change: Line-By-Line Analysis of *Genie's* Philosophy Statements

line	INITIAL	line	MID	line	FINAL	REMARKS
1	As a future educator...	28	As a native speaker of Spanish and a future teacher...	54	As a future teacher of Spanish...	A writer's preference but moving from General to Specific .
1-2	I believe that students are the most important part in the teaching-learning process.		[deleted]		[deleted]	The term "teaching-learning process" was only mentioned in INITIAL. It was subsumed under the "language acquisition process" in lines 25-27. Subsumption .
1-3	... therefore they should actively participate as rational thinkers rather than merely passive information absorbers.	31-32	[added] However, this active participation would not be possible if teachers do not take into account the existent diversity among students.	56-57	However, I realize that this active participation will not be possible if teachers do not take into account the existent diversity among students.	31-32/56-57. Expounds on the essential prerequisite of teacher understanding of student diversity--prior to being able to promote active participation of students as rational thinkers. Clarification . 56-57. Same theme in both statements but in FINAL, she comments from the first person perspective. Shift in Outsider to Insider Perspective .

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
2-3	... they <u>should</u> actively participate as rational thinkers rather than merely passive information absorbers.	29-30	... <u>make them</u> actively participate as rational thinkers in the process.	55-56	... <u>make them</u> participate actively as rational thinkers in the language learning process.	2-3. Active participation was identified as a learner-centric responsibility. 29-30/55-56. The active participation of the student is identified as a teacher responsibility. Note the verb usage of: <u>should</u> vs. <u>make</u> . A shift from Outsider to Insider Perspective .
		32-34	[added] First, it must be understood that diversity is not limited to cultural and racial differences, but includes all the idiosyncrasies unique to each student.	58-60	Though it must be understood that diversity is not limited to cultural and racial differences but includes all the idiosyncrasies unique to each and every student.	32-34-58/60. Continues with an explanation about the intricacies of diversity. Embellishment .
4-6	In order for teachers to design a workplan that will be meaningful to all students, awareness of the diverse levels of their cognitive, affective, and psychomotor development is necessary.	34-36	Thus, in order for teachers to design a workplan that will be meaningful to all students, awareness of the different dimensions of diversity is necessary.	61-62	Thus, in order for teachers to design a workplan that will be meaningful to all students, awareness of the various dimensions of diversity is necessary.	The newer term <u>different dimensions of diversity</u> (34-36) and <u>various dimension of diversity</u> (61-62) tries to subsume the specific levels of development identified in INITIAL. A shift from Specific to General/ Subsumption

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
6	This why I support the Progressive view of education and find it valuable.		[deleted]		[deleted]	Specific reference to a formal theory was deleted because the embracing and promoting of one's own view was found more important. Subsumption.
8-10	Also, it is important to consider the students' <u>interests</u> but content should be derived from information that the instructor, as an expert in the field, considers relevant.	49-51	So, considering student these factors: student diversity, <u>interests</u> , and . . . together with the teacher's knowledge and expertise . . .	74-76	So, considering these factors-- student diversity and <u>interests</u> , and . . . together with the teachers' knowledge and <u>expertise</u> . . .	8-12. Although the idea of taking into consideration student <u>interests</u> and the need to be an <u>expert</u> in the field are identified in all three statements, specific reference to an instructor-driven course content was only suggested in INITIAL. Concept Deletion. Here, there is a sense of separateness but in MID and FINAL, it changes to collaborativeness through the use of the word "together." Clarification.
10-12	. . . it is the <u>combination of students' interests and teacher's discretion</u> that creates a sensible curriculum that can be meaningful for both.	51-52	. . . it is the teacher's <u>mission</u> to create curriculum that is sensible for both.	75-76	. . . it is the teacher's <u>mission</u> to create a curriculum that is enriching for both.	10-12. The combination of student interests and teacher discretion are identified as the essential ingredients for creating a sensible curriculum. This contradicts the previous notion of separateness. Clarification.

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
10-12	... it is the <u>combination of students' interests and teacher's discretion</u> what creates a sensible curriculum that can be meaningful for both.	51-52	... it is the teacher's mission to create curriculum that is sensible for both.	75-76	... it is the teacher's mission to create a curriculum that is enriching for both.	51-52/75-76. There is more emphasis on the teacher. Outsider to Insider Perspective Note the word change from "sensible" to "enriching." The former was insufficient in capturing the true essence of the participant's meaning. A Word Replacement .
13-14	I believe in giving students the right to have a bad day without <u>negatively labeling them</u> .	38-39	I believe in giving students the right to have a bad day without labeling them. Teachers need to stay away from <u>the old custom of holding a label above every student's head, be this positive or negative</u> .	64-65	I believe in giving students the right to have a bad day without having to label them. Teachers need to stay away from <u>assigning students labels, be this positive or negative</u> .	38-39/64-65. Deletion of the word "negatively" because any kind of labeling may be detrimental negative. Word Deletion . Expounds on the idea presented in 13-14 about labeling. Embellishment . 64-65. Former reference to "the old custom of holding a label above every student's head" is replaced by "assigning students labels." An attempt to capture the same idea in fewer words or Reduction .

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
14-15	I also believe that the teacher should be seen as a facilitator rather than a dictator . Hence, it is her responsibility to create an atmosphere that is harmonious, non-threatening, and conducive to learning.	40-43	Keeping in mind that their role is that of a facilitator, teacher should provide students with an atmosphere that is harmonious, non-threatening, and <u>most importantly</u> , conducive to learning.	66-68	[same]	Delete use of term "dictator." Not a suitable choice for a philosophy statement. Word Deletion. 14-15. Presented in first person. 40-43 & 66-68 presented in third person (from the teacher's perspective) Outsider to Insider Perspective.
15-18	Hence, it is her responsibility to create an atmosphere that is harmonious, non-threatening, and conducive to learning. Regarding the respect in the <u>teacher-student and student-student</u> interactions, this should be established from the first moment.	40-44	Keeping in mind that their role is that of a facilitator, teacher should provide students with an atmosphere that is harmonious, non-threatening, and most importantly, conducive to learning. In this context, the respect should be established from the first moment.	66-69	Keeping in mind that their role is that of a facilitator, teachers should provide students with an atmosphere that is harmonious, non-threatening, and most importantly, conducive to learning. In this same context, respect should be established from the first moment.	15-18. Specifically comments that respect should be established from the first moment between the teacher and student, and among the students themselves. 40-44/66-69. Deletes reference to what type of respect needed to be established. Word Deletion. 40-44/66-69. Introduces the word "facilitator" for the first time. Add On New Word. 15-18. "it is her responsibility to create . . ." vs. 40-44. "teacher should provide . . ." Self-assured to Less Confident.

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
20- 22	A good way to do this is by challenging them to think rationally , giving them <u>hands on experiences</u> , and exposing them to the real world.	46- 48	A good way to do this is by challenging them to question and expand the information that is given to them, and exposing them to <u>authentic language through the use of authentic texts</u> .	71- 73	[same]	46-48/71-73. “... to think rationally” was replaced by “to question and expand the information.” The enhancement of a previous idea. Embellishment. 20-22. The idea of “hands-on experiences” and “exposure “... to the real world” is subsumed in 46-48/ 71-73. through the use of the word “authentic.” Subsumption.
25- 27	Finally, I intend to seed the love for the Spanish language in my students and make the <u>teaching-learning process</u> an ongoing learning experience for them and myself.	51- 52	Keeping in mind that the <u>language acquisition process</u> is an ongoing learning experience not limited to students .	76- 78	In short, teachers must keep in mind that the <u>language acquisition process</u> is an ongoing learning experience not exclusively limited to students .	51-52/ 76-78. “not limited to students” and “not exclusively limited to students” Clarification. 25-27. Given in the first person. Outsider to Insider Perspective. 51-52/76-78. “Keeping in mind that ...” vs. “... must keep in mind” represents a shift in tone. Aspiration to Declaration.

WORD COUNT: 331

WORD COUNT: 327

WORD COUNT: 329

- From Knowing to Knowing How
- Clarification
 - Subsumption
 - Embellishment
 - Concept Deletion
 - Word Replacement/Reduction
 - Word Deletion
 - Add On New Word

Changes were noted across Genie's statements in three of the four categories.

Table 2 specifically identifies those changes and provides commentaries after each one.

In general, three distinct patterns were identified in Genie's line-by-line analysis.

First, she moves from Aspiration to Declaration. Second, shifts in tone correlate with shifts in perspective (moving from outsider to insider). And, third, with the exception of lines 4-6, a majority of Genie's statements are systematically moving from general to specific.

Cross Case Line-By-Line Analysis

Analysis of all seven cases yielded a total of 20 categories. These 20 were collapsed to four overarching categories, each with applicable sub-categories--effectively subsuming all of the original 20. Specifically, the four main categories for across the cases are: (1) Outsider to Insider Perspective; (2) Insider to Outsider Perspective; (3) From Knowing and Knowing How; and (4) Clarification. Findings in each category are presented following the tabular presentation of the cross analysis (See Table 3).

Insert Table 3 about here

All participants exhibited change in their philosophy statements under Clarification. This is an all-encompassing term used to capture change as applied to such events as the: (1) further embellishment of a topic; (2) refinement of an earlier thought; (3) subsumption of units of data under more meaningful and comprehensive explanations or descriptions; and (4) addition of other data sources.

With the exception of Rose, all participants also exhibited change in the category designated “Outsider to Insider Perspective.” This category represents a paradigm shift from that of the learner to that of the teacher. That is, it considers such changes as making a transition from: (1) simple observations to that of teacher-centered proclamations or assertions; (2) using passive voice (learner perspective) to active voice (teacher perspective); and (3) reciting theories or making abstract comments to that of more meaningful and classroom specific comments. No physical change is noted in Rose in this category (or for the remaining categories) because her philosophy construction pattern involved the simple process of adding information onto previously written statements. Although this can be viewed as a change in and of itself, for the purpose of physical comparisons, her statements did not allow for line-by-line analysis.

Table 3**Cross Case Analysis of Physical Changes**

1	2	3	4	
X		X	X	ARIEL
X	X	X	X	AMY
X		X	X	EMILY
X	X		X	GENIE
X	X		X	KATIE
			X	ROSE
X		X	X	YOLANDA

1 2 3 4

1. OUTSIDER TO INSIDER PERSPECTIVE

Aspiration to Declaration

Observation to Declaration

2. INSIDER TO OUTSIDER PERSPECTIVE

Self-Assured to Less Confident

3. KNOWING AND KNOWING HOW**4. CLARIFICATION**

General to Specific/Specific to General

Subsumption

Embellishment

Word Replacement

Word/Concept Deletion

Reduction

Add On New Word/Theme/Idea

Added References

Grammatical Correction

Added Statistics

Concept Replacement

From Knowing to Knowing How

Four of the seven subjects experienced changes under the category “From Knowing and Knowing How.” This category is reserved for changes that show participants moving from giving general pedagogical information (e.g., the identification of a particular method or approach) to that of internalizing the specific techniques and procedures associated with the method or approach.

Examples of From Knowing to Knowing How include: (1) possessing not only knowledge about the importance of teaching particular topics (e.g., diversity, awareness) but also possessing the means to attaining those goals; (2) having a desire to reach as many students as possible to that of having the knowledge of particular methods to reach all types of learners; (3) knowing that it is the teacher’s responsibility to create a conducive learning environment to that of knowing that it involves utilizing many different strategies and techniques; and (4) recognizing that all students are different to that of structuring the classroom to satisfy every learner.

In comparing the four cases, the most significant pattern of change was in the movement from general to specific.

Insider to Outsider

Three of the seven subjects (Genie, Amy and Katie) had entries in this category. These participants’ statements indicated a shift from being self-assured in their philosophic approach to teaching to being less confident. The timing of Amy’s results correlate with her unfavorable High School Teacher Observation experiences noted in

her journal writing. However, there was no indication that Katie or Genie had experienced a similar episode.

It should be noted that this particular pattern of change is unusual since in most cases the contrary is true--Outsider to Insider. A common pattern noted in all three subjects was in the participants' verb choice. Examples include shifts from "I will . . ." to "I hope to . . ." and "teachers have to . . ." to "teachers should have to . . ."

Outsider to Insider Perspective

The majority of participants in this study experienced changes from that of an outsider (observer/learner) to that of an insider (classroom teacher). Examples of the type of changes that were noted included participants shifting from making passive comments about teaching to that of: (1) actively identifying specific strategies that would enhance learning; (2) making assertive and definitive statements about students and the learning environment; and (3) identifying (with conviction) the roles and responsibilities of a teacher. The common pattern that was noted in all cases was that the statements moved from General to Specific in nature, and, in many cases, the participants spoke in the first person.

Clarification

All participants exhibited change in this category. This is an all-encompassing category that included such changes as word substitution and deletion, the addition of new ideas and concepts, the use of outside resources, and the refinement of previously stated data.

Thematic Changes

Each participant's philosophy statements were dissected to identify the teaching-centered themes. Appendix N contains the results of the individual examination of the Initial, Mid-Semester, and Final philosophy statements. In this section, the average in thematic change over a one semester period is presented. That is, the results reveal to what degree themes are added or deleted between the mid-semester and final statements. Also, thematic change as it relates to the number of initial or "original" themes that are found in the final philosophy statement is addressed.

Genie's Averaged Thematic Changes

Analysis of Genie's philosophy statement identified a total of 19 separate teaching-centered themes (See Table 4) over a period of one semester.

Insert Table 4 about here

Beginning with 15 original themes, Genie's Mid-Semester statement added four new themes and eliminated four of the initial themes [$15 + 4 - 4 = 15$]. Genie's final statement did not add or delete any themes. Therefore, the theme count for Genie over the semester was Initial - 15; Mid-Semester - 15; and final - 15. Consequently, her distribution on an ordinal scale is represented by a straight line.

Table 4Teaching-Centered Themes from Genie's Initial, Mid-Semester and Final Philosophy Statements

INITIAL	MID-SEMESTER	FINAL
1. design meaningful/ sensible workplan/ curriculum	1. design meaningful/ sensible workplan/ curriculum	1. design meaningful/ sensible workplan/ curriculum
2. be aware of diversity among students	2. be aware of diversity among students	2. be aware of diversity among students
3. consider student interests	3. consider student interests	3. consider student interests
4. choose relevant course content		
5. be an expert in the field	5. be an expert in the field	5. be an expert in the field
6. avoid labeling	6. avoid labeling	6. avoid labeling
7. be a facilitator	7. be a facilitator	7. be a facilitator
8. create a harmonious, non-threatening, and conducive learning atmosphere	8. create a harmonious, non-threatening, and conducive learning atmosphere	8. create a harmonious, non-threatening, and conducive learning atmosphere
9. establish respect	9. establish respect	9. establish respect
10. teach skills useful in both present and future	10. teach skills useful in both present and future	10. teach skills useful in both present and future
11. challenge students to think rationally		
12. provide hands on experiences		
13. expose students to the real world		
14. seed the love for language in students	14. seed the love for language in students	14. seed the love for language in students
15. promote active participation of students as rational thinkers	15. promote active participation of students as rational thinkers	15. promote active participation of students as rational thinkers
	16. understand that diversity is not limited to cultural and racial differences	16. understand that diversity is not limited to cultural and racial differences
	17. challenge students to question/expand on the information that is given to them	17. challenge students to question/expand on the information that is given to them
	18. expose students to authentic language	18. expose students to authentic language
	19. keep in mind that language acquisition is an ongoing experience	19. keep in mind that language acquisition is an ongoing experience

Cross Case Averaged Thematic Changes

The overall thematic change across the seven cases is represented by the graph at Figure 3. The themes in each participants' successive philosophy statements were averaged to depict a common pattern of change over a one semester period. For example, the themes in all seven cases' initial statement represent one data point. While Figure 1 documents extreme cases, the average of 12.7 themes per Initial, 13.4 per Mid and 14.0 per Final results in a modest but positive slope.

Insert Figure 3 about here

Thematic Consistency (Between Original and Final Themes)

For the purpose of this study, the Initial philosophy statement is considered to be the best representation of the teacher candidates' preconceptions about teaching while the final rendition is considered the best representation of their thoughts about teaching after having experienced the culminating effects of various reflective strategies over a one semester period. With this in mind, the themes from Genie's initial and final statements were compared to determine how many original themes were present in the final statement.

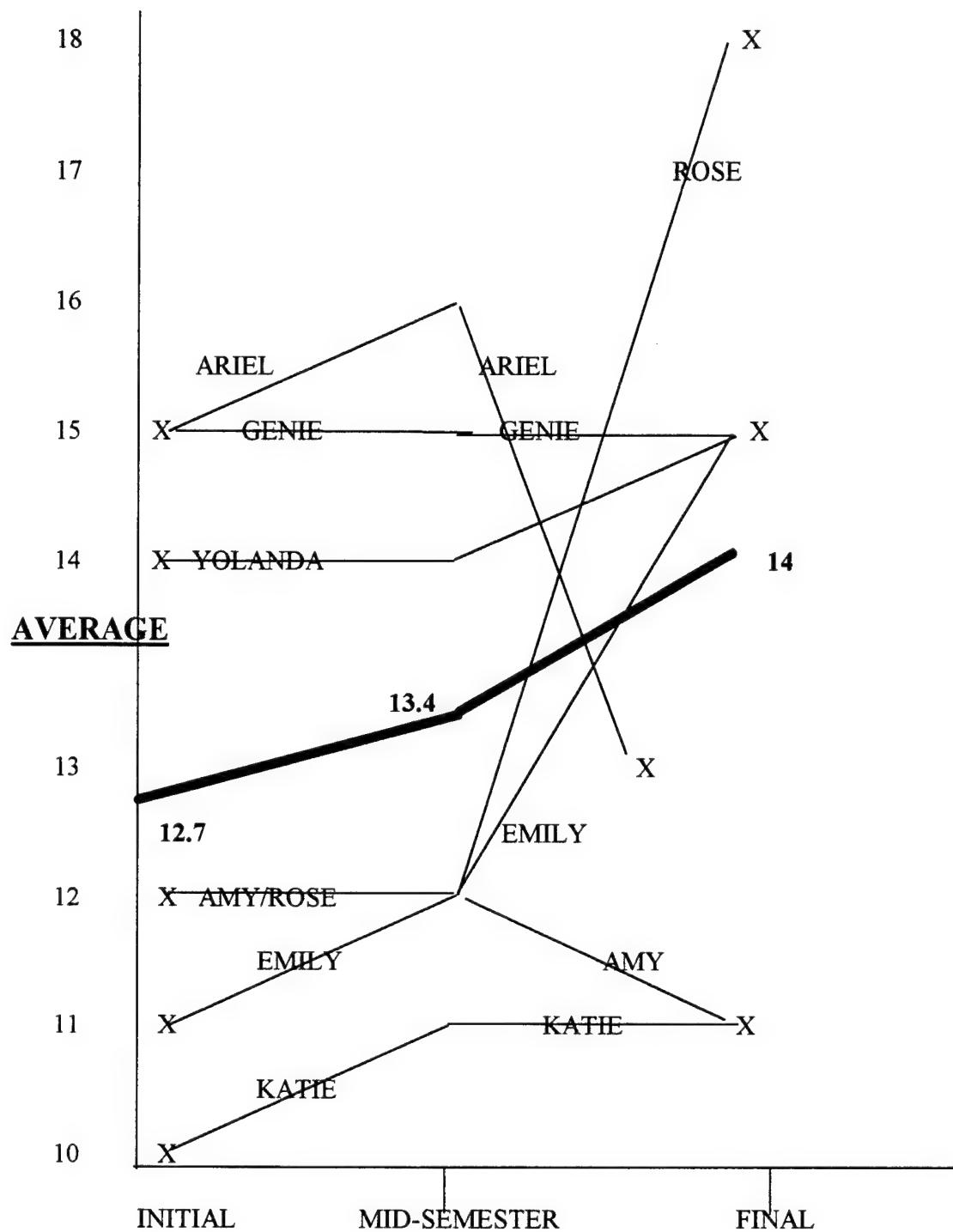


Figure 3. Cross Case Averaged Thematic Changes

Genie's initial statement consisted of 15 original teaching-centered themes. after exposure to the one semester methods course, 11 of the 15 or 73% of the original themes remained in the final philosophy statement. Three prominent suppositions emerge: (1) Genie retained a large number of preconceived notions about teaching (73%) after exposure to the semester's coursework; (2) some learning may have taken place, or the reflective strategies may have contributed to Genie's reconsideration of the advantages of retaining the four original themes; and (3) a total of four new themes emerged, theoretically as a result of exposure to a broad base of information for Genie to adopt as her own.

Cross Case Changes in Original Themes

In totaling and averaging the results of each of the seven cases (See Table 5), it can be determined that 75% of the themes from the initial philosophy statement carried over to the final statement. Furthermore, 24% of the final themes originated in Phase One and 1% in Phase Two.

Insert Table 5 about here

The findings of this analysis indicate that this particular 15-week methods course together with its selected contents was only effective in influencing the participants enough to change or transform 25% of their entering preconceptions about teaching. One could also argue that these preconceptions are tenacious and not easily

Table 5Cross Case Changes in Original Themes

	INITIAL	PHASE I MID- SEMESTER	PHASE II FINAL
ARIEL	.92	*	*
YOLANDA	.80	.20	0
GENIE	.73	.20	.07
KATIE	.73	.27	0
AMY	.73	.18	*
EMILY	.67	.33	0
ROSE	.67	.28	.06
	.75	.24	.01

*Did not appear in any of the data sources under investigation in this study.

Note 1: Ariel added the theme “immersion” in her Mid-Semester Statement but the researcher was unable to locate any reference to that theme in any of her data sources. Hence, an asterisk appears in Table 5.

Note 2: Similarly, Amy’s theme “inspire learners” was not mentioned in any of the data sources under investigation.

influenced. Additionally, these findings support the contention of researchers (Lasley, 1980; Britzman, 1986) who posit that a preservice teachers' preconceptions about teaching only begin to be affected during the practicum. It may also indicate that the curricula of a methods course should be more operationally oriented so as to challenge a students' core beliefs prior to the classroom setting.

Cross Case Analysis of Participants' Philosophy Themes

Analysis of the various teaching-centered themes identified in the participants' final philosophy statements (See Table 6) reveal that none of the themes were antithetical to the methods course's goals or themes of good teaching. This is an important consideration since the reflective strategies are not intended to solidify preconceptions contrary to the course's philosophy.

Insert Table 6 about here

In general, five or more participants addressed themes of good teaching as it pertained to the importance of: (1) creating a conducive language learning environment; (2) considering learner needs and interests; (3) acknowledging learner diversity and differences in learning styles; (4) knowing and sharing with learners the short- and long-term impact of language acquisition; and (5) teaching other dimensions of the language (e.g., culture, history, geography, art).

Table 6**Correlation of Final Philosophy Themes and Course Themes**

Genie	Amy	Rose	Ariel	Yolanda	Emily	Katie	Course Themes
create a harmonious, non-threatening, and conducive learning atmosphere	create conducive learning environment	create a healthy learning environment at all times	make language learning meaningful/ create conducive learning environment		create student-oriented classrooms		Consider the creation of a conducive learning environment
consider student interests	motivate learners encourage learners inspire learners	consider student needs tap into their natural curiosity consider student interests consider what motivates students become part of the learning process by responding to student behavior	immerse students use slogans to involve students make learning fun	personally relate to learners consider learner differences consider learner interests	create learning environment that considers student interests and helps them to develop a strong curiosity for more learning help students to teach each other promote active learning	be sensitive to learner needs	Consider learner needs and interests
be an expert in the field				have subject matter knowledge		have subject matter knowledge	Need subject matter knowledge
expose students to authentic language			make real-life connections use authentic materials	use authentic material			Use authentic materials/ Need real-life connections
establish respect		help establish respect toward others promote self-esteem/self-respect		establish respect		demand respect	Establish respect

(table continues)

		provide an environment that minimizes behavioral problems allowing for productive learning	use rules and regulations			are not afraid to discipline	Consider discipline
understand that diversity is not limited to cultural and racial differences	use an eclectic approach to teaching	consider classroom diversity and take appropriate measures to deliver lesson consider learner age and proficiency levels	know students learn differently use an eclectic approach be flexible	understand learning development/styles use an eclectic approach be flexible	knowing students are different, consider their individual needs and learning styles knowing students are different, structure classroom to meet different student needs and learning styles	use a multi-sensory approach understanding cultural diversity of classroom	Consider learner diversity/different learning styles
avoid labeling			be understanding	equal treatment of learners			Fairness/Equity Issues
be a facilitator		be a facilitator					Facilitator Role
seed the love for language in students teach skills useful in both present and future		try to have positive impact on lives/development of learners expose students to important concepts and make them reflect		make a difference in learners' education	need to teach the importance/world consequences of learning a language	prevent ignorance through education be proficiency-oriented	Know impact/goal of language teaching
	teach culture/grammar/history/geography	teach culture		teach culture/academics	teach culture/phonology/grammar/history/art	teach culture	Consider specific course objectives
keep in mind that language acquisition is an ongoing experience	teach in a creative manner teach in a meaningful manner	provide opportunities for sharing	use lots of visuals	be confident have passion for teaching get feedback	not just an information giver	be confident	Technical advice to teachers

(table continues)

design meaningful/sensible workplan/curriculum		have organized lessons with familiar routines use class time effectively			incorporate various skills in language lessons that students require		Consider lesson plans
promote active participation of students as rational thinkers challenge students to question/expand on the information that is given to them					promote rational thinking		Challenge learners/encourage rational thinking

Research Question #2

2. **What kinds of statements about teaching are reflected in other written data sources (e.g., journals, reaction papers, case study responses) and are they consistent with the students' latest personal philosophy statements about teaching?**

Data Source Consistency (Between Written Products and Final Statements)

The participants' written documents were analyzed to determine if teaching-centered themes from the Final Philosophy Statement were present in the various data sources under investigation. Again, only the themes from the final rendition of the philosophy were considered because it was posited that this represented the participants' culminating thoughts about teaching after having been exposed to various reflective components of a methods course.

Genie's Data Source Consistency

The Overall Data Analysis of Genie's Written Documents (See Table 7) and the teaching-centered themes identified in Genie's Final philosophy statements (See Table 4) were compared to form the basis for this section's analysis. Analysis revealed that 12 of the Genie's 15 (80%) final themes were referenced in the various data sources.

Insert Table 7 about here

However, three (20%) of the final themes were not found. These included: (1) avoid labeling; (2) establish respect; and (3) seed the love for language in students.

Table 7Overall Analysis of Genie's Written Documents

PHASE ONE										PHASE TWO				TEACHING-CENTERED PHILOSOPHY THEMES			
R1	C 1	J1	C2	C3	R2	mid	J2	C4	R3	SA	J3	final					
	X				X		X				X			1. design meaningful/sensible workplan/ curriculum			
		X			X	X	X				X			2. be aware of diversity among students			
			X	X			X							3. consider student interests			
		X	X											4. choose relevant course content			
		X	X							X	X	X		5. be an expert in the field			
														6. avoid labeling			
X		X			X	X	X							7. be a facilitator			
X		X					X		X					8. create a harmonious, non-threatening, and conducive learning atmosphere			
							X							9. establish respect			
														10. teach skills useful in both present and future			
		X			X		X				X			11. challenge students to think rationally			
		X				X								12. provide hands on experiences			
		X												13. expose students to the real world			
														14. seed the love for language in students			
X		X				X	X			X				15. promote active participation of students as rational thinkers			
					X	X					X			16. understand that diversity is not limited to cultural and racial differences			
X		X			X		X				X			17. challenge students to question/expand on the information that is given to them			
	X	X												18. expose students to authentic language			
											X			19. keep in mind that language acquisition is an ongoing experience			
Prior to Any Teacher Observations		During Middle School Teacher Observations		During High School Teacher Observations													

C1=Case Study #1

SA=Self Analysis of Microteaching Experience

C2=Case Study #2

mid=portfolio reflective statements up to mid-semester

C3=Case Study #3

final=portfolio reflective statements up to end of semester

C4=Case Study #4

R1=Reaction Paper to Journal Article #1

J1=Journal Entries prior to Teacher Observations

R2=Reaction Paper to Journal Article #2

J2=Journal Entries during Middle School Teacher Observations

R3=Reaction Paper to Journal Article #3

J3=Journal Entries during High School Teacher Observations

Since this study's only considered the five named reflective strategies, inferences regarding the origin of the three outstanding themes include that they were: (1) addressed in other data sources outside the realm of this investigation (e.g., the teacher observation sheets that are completed during field observations); and (2) internalized thoughts or preconceptions about teaching that were never made explicit outside of the philosophy statement.

Cross Case Data Source Consistency

Analysis of the participants' written documents revealed that there is an overall consistency rate of 88% (See Table 8). In other words, 88% of the teaching-centered themes mentioned in the participants' final philosophy statement were also mentioned in the various data sources over the one semester course. 12% of the final themes, however, could not be accounted for in the data sources under investigation. Again, as mentioned in Genie's case, several inferences might be made such as: (1) other aspects of the methods course curricula incited the notions; or (2) it was a deep personal convictions (preconception) that was not addressed by, nor elicited by the targeted reflective strategies. The 12% of the themes that could not be referenced in the data sources are associated with the applicable participants as follows:

- inspire learners (Amy)
- immerse students (Ariel)
- avoid labeling (Genie)
- establish respect (Genie)
- seed the love for language in students (Genie)
- establish respect (Yolanda)
- demand respect (Katie)
- promote self-esteem/self-respect (Rose)
- help establish respect toward others (Rose)
- promote rational thinking (Emily)
- teach phonology (Emily)

- teach art (Emily)

Among the 12 themes, only two were not present in all three philosophy statements.

Put simply, 83 % (10 out of 12) of the themes which were unaccounted for in the data source review were dominant themes in the Initial, Mid-Semester and Final statements. Hence, the high percentage of preconceived themes that make up the final statements suggest that there is a core element to these preconceptions that are tenacious and not easily influenced.

Insert Table 8 about here

For the purpose of this study, the researcher identified all of the teaching-centered themes resident in each source document that was applicable to each reflective strategy used. The themes identified in the seven cited cases are a subset of this listing. Those themes not identified in the seven cases are listed as “Other Teaching-Centered Themes Not Mentioned in the Philosophy Statements” (See Table 9).

Insert Table 9 about here

Table 8**Cross Case Data Source Consistency**

	Final Themes Mentioned in Data Sources	Final Themes Not Mentioned in Data Sources	TOTAL # OF THEMES
ARIEL	12 (.92)	1 (.08)	13
AMY	10 (.91)	1 (.09)	11
EMILY	12 (.80)	3 (.20)	15
GENIE	12 (.80)	3 (.20)	15
KATIE	10 (.91)	1 (.09)	11
ROSE	16 (.89)	2 (.11)	18
YOLANDA	14 (.93)	1 (.07)	15
	12.3 (.88)	1.7 (.12)	

Table 9**Other Teaching-Centered Themes Not Mentioned in Genie's Philosophy Statements**

PHASE I	TEACHING-CENTERED ITEMS
JOURNAL	<p>[Prior to Teacher Observations]</p> <ul style="list-style-type: none"> -be familiar with today's technology -mediocre teacher=mediocre student -provide students with means to explore the language -must have both subject matter knowledge as well as cultural knowledge -constantly engage students in small conversations -encourage and promote group work -be aware that no single method can create full proficiency -practice language in different contexts/carry out different tasks -vary instruction/use variety of techniques to reach students -give evaluative feedback -teach culture <p>[Teacher Observations]</p> <ul style="list-style-type: none"> -lower student anxiety level by building trust (confidence)in student -lower student anxiety level through use of relaxing activities -reduce student anxiety levels -give students a chance to digest information -arrange room to give students space -make students aware that they have to give their best because their performance will constantly be evaluated when they get out on the real world -do both individual and group work -use positive reinforcement -help students to make a connection (e.g., rules in grammar classes can also be applied to foreign language learning) -reinforce the idea that the more something is repeated the higher the chances that it will be remembered (e.g., writing in journals) -encourage participation by using negative reinforcement -keep in mind students' knowledge and limitations
REACTION PAPER #1	<ul style="list-style-type: none"> -teach culture -use technology
REACTION PAPER #2 (STUDENT CHOICE)	<ul style="list-style-type: none"> -consider student needs -develop collaborative partnerships between students and teachers which would tend to reduce power struggles and promote a contagious spirit of experimentation -both are learners
CASE STUDY #1	<ul style="list-style-type: none"> -introduce new concepts in small steps -do not let them us books/dictionaries

(table continues)

PHASE I**TEACHING-CENTERED ITEMS**

CASE STUDY #2	<ul style="list-style-type: none"> -don't rely too much on textbook -review grammar daily -concentrate on "teaching more about less" (in other words, concentrate on what's important) -provide feedback -breakdown the grammar -monitor error correction (too much is ineffective)
CASE STUDY #3	<ul style="list-style-type: none"> -need a variety of activities and movement -don't be too methodical in approach
PORTFOLIO REFLECTIONS	<p>(Case Study #2)</p> <ul style="list-style-type: none"> -concentrate on the basics rather than elaborating on the finer grammar points -give quizzes and not jump into tests

PHASE II**TEACHING-CENTERED ITEMS**

JOURNAL	<ul style="list-style-type: none"> -need to have control of the class -students need to want to learn -give homework -be flexible but not too flexible that students can "trespass" you anytime they want -use discipline that is strict and consequential -the teacher is a learner herself -let students know that the purpose of the program is to help them get familiar with foreign language learning more than learning a specific language itself -be openminded
REACTION PAPER #3	<ul style="list-style-type: none"> -be careful not to transmit your fears (anxieties) to the students -be aware that speaking in public increases anxiety because it demands a higher proficiency level in a foreign language -allow students to make mistakes (it is part of the learning process)
CASE STUDY #4	<ul style="list-style-type: none"> -teachers need hands on experience with new equipment -check up on students often (if assignment is in class)
PORTFOLIO REFLECTIONS	<ul style="list-style-type: none"> -teachers need to be familiar with any system before introducing it
SELF- ANALYSIS: MICROTEACHI NG EXPERIENCE	<ul style="list-style-type: none"> -use good visual aids -use good gestures -need enthusiasm -speak at a steady pace -don't be redundant -don't turn back to students -have a good closure -consider learner ability/level -present objectives at the beginning of a lesson -review vocabulary before presenting students with new material

Research Question #3

3. Which reflective strategy appeared to be most helpful in evoking critical deliberations about one's philosophy of teaching?

In an attempt to address this question, a Likert questionnaire was given to the participants at the end of the semester. Eight preservice teachers (including the Master Certification student) participated anonymously in responding to the questions about the reflective strategies under investigation in this study. The tallied results are depicted on the questionnaire itself (See Table 10).

Insert Table 10 about here

The results were overwhelmingly supportive of one extreme. That is, in grouping the two extremes (e.g., strongly agree and agree; strongly disagree and disagree), there was always a minimum of six participants supporting the same group of answers.

In reporting the findings, the participants' responses to negative types of questions have been put forth in a positive format for the purpose of consistency. With that in mind, the following results were obtained from the questionnaire in regard to the specific reflective strategies:

- The majority of the participants (6) **agreed** that writing reflective portfolio statements was helpful in examining and reexamining their personal thoughts about teaching.

Table 10**Final Questionnaire Results****FINAL QUESTIONNAIRE**

DIRECTIONS: CIRCLE THE APPROPRIATE STATEMENT THAT BEST DESCRIBES YOUR RESPONSE. DO NOT PUT YOUR NAME ON THIS. JUST PLACE IT INTO THE UNMARKED MANILA ENVELOPE AND RETURN IT.

1. Writing reflective statements for portfolio artifacts gave me the opportunity to examine and sometimes reexamine my personal theories about teaching.

[4] Strongly agree	[2] Agree	[2] Undecided	[2] Disagree	[2] Strongly disagree
-----------------------	--------------	------------------	-----------------	--------------------------

2. The journal writing assignment forced me to write down my personal thoughts and ideas about teaching.

[1] Strongly agree	[1] Agree	[1] Undecided	[4] Disagree	[2] Strongly disagree
-----------------------	--------------	------------------	-----------------	--------------------------

3. The journal writing assignment provided me with the opportunity to confront my beliefs about teaching.

[2] Strongly agree	[4] Agree	[4] Undecided	[4] Disagree	[2] Strongly disagree
-----------------------	--------------	------------------	-----------------	--------------------------

4. The reaction papers responding to selected journal articles were instrumental in getting me to critically examine my personal views about teaching in light of another person's opinion or perspective.

[3] Strongly agree	[5] Agree	[5] Undecided	[5] Disagree	[5] Strongly disagree
-----------------------	--------------	------------------	-----------------	--------------------------

5. The case studies were not useful in getting me to publicly articulate my views and beliefs about teaching.

[1] Strongly agree	[2] Agree	[2] Undecided	[2] Disagree	[5] Strongly disagree
-----------------------	--------------	------------------	-----------------	--------------------------

6. The self-analysis that I did of my microteaching experience helped me clarify what I think is good teaching.

[2] Strongly agree	[1] Agree	[1] Undecided	[5] Disagree	[1] Strongly disagree
-----------------------	--------------	------------------	-----------------	--------------------------

[table continues]

7. The various strategies and assignments collectively used in this methods course helped me to focus my thoughts on my personal theories about teaching.

[3]	[5]			
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

8. I think the strategies and assignments used in this methods course helped to clarify preconceptions that someone might have about the art of teaching.

[1]	[5]	[2]	
Strongly agree	Agree	Undecided	Disagree
			Strongly disagree

9. The strategies and assignments used in this methods course are vital in helping individuals to construct well-articulated personal philosophy statements.

[5]	[2]	[1]	
Strongly agree	Agree	Undecided	Disagree
			Strongly disagree

10. I feel that as I enter into the next phase of my training (the student teaching experience), I am better prepared because I have constructed a kind of “operational philosophy” which reflects my personal beliefs about teaching.

[2]	[6]		
Strongly agree	Agree	Undecided	Disagree
			Strongly disagree

11. The reflective strategies that were part of the methods course did not provide rational constructs for the development of an “operational philosophy.”

		[6]	[2]	
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

- The majority of the participants (6) **agreed** that journal writing forced them to write down their personal thoughts and ideas about teaching and helped them to confront their beliefs about teaching.
- All participants (8) **agreed** that the reaction papers were instrumental in getting them to critically examine their personal views about teaching.
- The majority of the participants (7) **agreed** that the case study was useful in getting them to publicly articulate their views and beliefs about teaching.
- The majority of the participants (6) **agreed** that the self-analysis of their microteaching experience did help them to clarify what they thought was good teaching.

In general, the participants (8) agreed that the reflective strategies that were part of the methods course did provide rational constructs for the development of an “operational philosophy.”

A Post Survey was also conducted while the participants were enrolled in their student teaching phase of their teacher education program (after completion of the methods course). Specifically, they were asked to identify what they thought was the “best” and “worst” reflective strategies that were utilized during their methods course to help them to further develop their personal philosophy about teaching. The participants’ specific responses are located in Appendix J. Table 11 provides the summary of their overall responses.

Insert Table 11 about here

In general, 42% of the participants viewed the self-analysis of the microteaching experience as being the “worst” reflective strategy for helping reflect about their personal

Table 11Post Survey ResultsPost Survey: Worst Reflective Strategies

	PORTFOLIO STATEMENT	SELF-ANALYSIS	CASE STUDIES	REACTION PAPERS	JOURNAL WRITING
ARIEL				X	
AMY			X		
EMILY					X
GENIE					X
KATIE		X			
ROSE		X			
YOLANDA		X			

Post Survey: Best Reflective Strategies

	PORTFOLIO STATEMENT	SELF-ANALYSIS	CASE STUDIES	REACTION PAPERS	JOURNAL WRITING
ARIEL			X		
AMY	X				
EMILY	X				
GENIE		X			
KATIE				X	
ROSE			X		
YOLANDA			X		

thoughts of teaching. 42% of the participants identified the case studies as being the "best" reflective strategy for this purpose.

Chapter Summary

This chapter presented the results of this study. It utilized a single case study as a guide followed by the cross case analysis of seven preservice teachers. The data were examined for similarities and differences within and across the case studies. Specifically, the reported results were the product of the line-by-line (physical) analysis and the thematic breakdown of the participants' philosophy statements. Furthermore, it examined the thematic consistency of the various data sources with the participants' philosophy statements. The results of a Likert questionnaire were utilized to determine which reflective strategy was most helpful in provoking deliberation.

CHAPTER V

Summary, Conclusions, and Implications

This section contains a summary of the study, conclusions, limitations, and implications for research and teacher education.

Summary of the Study

Purpose

This study investigated the development of preservice teachers' philosophies of teaching in conjunction with a one semester methods course. More specifically, it was an unobtrusive attempt to examine the effects of five different reflective strategies on the evolution of an operational philosophy of teaching to be taken into the teacher candidates' next phase of training--the student teaching experience.

Subjects

The sample population for this study consisted of seven foreign language undergraduate preservice teachers enrolled in a methods course at a Mid-Atlantic University. The students were all female teacher candidates ranging in age from 22 to 31 years. Four of the seven teacher candidates were non-native speakers/writers of English.

Philosophy Statements

The philosophy of teaching statements were the mainstay of this research and were utilized to capture preservice teachers' implicit thoughts about teaching. Statements were written at three disparate points in the course. The initial statement (written at the beginning of the course) was representative of the prospective

teachers' entering preconceptions about teaching prior to exposure to the five reflective strategies under investigation. The mid-semester statement (developed during Phase One of the course) was instrumental in capturing change in the first half of the course. The final statement (developed during Phase Two) was representative of the prospective teachers' collective conceptions about teaching after exposure to reflective strategies.

Instruments

The primary instruments for this study were the written documents coincident with exposure to the five reflective strategies. Specifically, these included the journal entries, reactions papers to journal article, case study write-ups, portfolio reflective statements, and self-analysis of the microteaching experience. Other supplementary instruments included questionnaires, interviews, observations, and informal conversations.

Analyses

Data analysis consisted of: (1) examining philosophy statements for physical and thematic changes; (2) reviewing the five reflective data sources for teaching-centered themes (with particular attention to those found in the teacher candidates' philosophy statements); and (3) identifying thematic consistency between the five data sources and the final philosophy statement.

For the purpose of this study, Sommer and Sommer's (1991) illustration of content analysis was selected for modeling because: (1) it did not require the making of a priori hypotheses, and (2) it accommodates inductive data reduction. That is, it

allows for the categories, themes, and patterns to unobtrusively emerge from the data sources. In addition to using Sommer and Sommer's procedures for content analysis, the researcher borrowed Bogdan and Biklen's (1982) format for coding written documents. Specifically, this technique was utilized when examining other data sources for consistency with the main data source--the philosophy statements.

Findings

The methodology of this research enabled the researcher to answer the three research questions posed for this study. The results of the cross case data analysis are summarized after the presentation of each related research question.

How do the preservice teachers' philosophies about teaching change over a one-semester period as analyzed through their individual philosophy statements?
What was their initial philosophy statement? What were their mid- and final philosophy statements?

In answering this question, the researcher limited the investigation of change to that which resulted from: (1) physical analysis (word count and line-by-line), and (2) the thematic dissection of individual philosophy statements.

First, in examining the physical changes that the philosophies had undergone, a variety of patterns were noted. The line-by-line analysis, revealed that in four out of seven cases (57%) the participants' philosophies shifted in: (1) perspective moving from an outsider (learner/observer) to that of an insider (classroom teacher); and (2) knowledge about subject and pedagogy to that of also including procedural knowledge (from knowing to knowing how). All participants' statements, however, reflected change in terms of making a number of refinements (which were categorized as "Clarifications"). A simple word count of the philosophy statements

revealed changes ranging from a decrease of 384 words to an increase of 355 words.

It is important to note that the researcher did not find that philosophy statements with a higher word count were more reflective in nature, or were more successful at identifying more teaching-centered themes. In short, no significant correlation was identified between the high and low word counts. This conclusion was further confirmed by the participants who stated that the variation in their word count was not deliberate but rather a result of personal preference. Additionally, the non-native participants did not believe that the dynamics of their revisions were influenced by their cultural upbringing.

The physical word count was useful in identifying: (1) levels of effort put forth by students as they worked toward developing personal philosophy statements that can be realistically operationalized during the student teaching phase, (2) those participants whose personal philosophies had not changed while enrolled in the methods course; and (3) degree of correlation between higher word count philosophies as compared to those of a lower count. For instance, because Amy and Yolanda's Initial and Mid-Semester philosophy statement word counts were identical, it could be assumed that they: (1) did not put forth the same effort as their peers in revising or reaccomplishing the Mid-Semester statements; or (2) believed that the other teaching-centered themes introduced during Phase One were not good

Insert Table 12 about here

Table 12Synopsis of Physical Change Results

	WORD COUNT CHANGE	LINE BY LINE ANALYSIS			
		1	2	3	4
ARIEL	-384	X		X	X
YOLANDA	-220	X		X	X
GENIE	-2	X	X		X
ROSE	+355				X
EMILY	+142	X		X	X
KATIE	+78	X	X		X
AMY	+35	X	X	X	X

1 2 3 4

1. OUTSIDER TO INSIDER PERSPECTIVE

Aspiration to Declaration

Observation to Declaration

2. INSIDER TO OUTSIDER PERSPECTIVE

Self-Assured to Less Confident

3. KNOWING AND KNOWING HOW**4. CLARIFICATION**

General to Specific/Specific to General

Subsumption

Embellishment

Word Replacement

Word/Concept Deletion

Reduction

Add On New Word/Theme/Idea

Added References

Grammatical Correction

Added Statistics

Concept Replacement

enough to be incorporated into their philosophies.

Second, analysis of thematic changes revealed that, on the average, the initial, mid-semester, and final philosophies contained 12.7, 13.4, and 14.0 themes, respectively. Hence, the average change between the initial and final statement was 1.3 themes.

Insert Table 13 about here

What kinds of statements about teaching are reflected in other written data sources (e.g., journals, reaction papers, case study responses) and are they consistent with the students' latest personal philosophy statements about teaching?

In examining the various data sources, only teaching-centered themes were considered. From this grouping, only those themes found in the seven cases' philosophy statements were subjected to analysis. All others were placed into a broad category designated, "Other Teaching-Centered Themes Not Mentioned in the Philosophy Statement." In doing this, the researcher was able to address the first part of the research question regarding what kinds of statements about teaching were being made by each participant.

Consistency between the data sources and the themes found in the final philosophy statements were determined to be approximately 88%. That is, 88% of the teaching-centered themes mentioned in the participants' final philosophy were also mentioned in the various data sources. Consistency is defined as having had, at

Table 13Synopsis of Thematic Change Results

	NUMBER OF THEMES IN PHILOSOPHIES			ORIGINAL THEMES IN FINAL PHILOSOPHY STATEMENTS
	Initial	Mid	Final	% Original Themes in Final Statement
ARIEL	15	16	13	.92
YOLANDA	14	15	16	.80
GENIE	15	15	15	.73
ROSE	12	12	18	.67
EMILY	11	12	15	.67
KATIE	10	11	11	.73
AMY	12	12	11	.73
Average	12.7	13.4	14.0	.75

least, one "hit" or reference to a data source by a philosophy theme. Only the final philosophy themes were of interest because it represented the prospective teachers' collective conceptions about teaching after exposure to the targeted reflective strategies and other methods course components.

Twelve percent of the final themes could not be referenced in a data source. Closer examination of the particular themes found that 83% (10 of the 12 themes) were present in each successive philosophy statement written by the participants. This led to inferences suggesting that perhaps: (1) this 12% could be referenced in a data source which was not under investigation; or (2) the reflective medium that were provided to the participants were not effective in eliciting those particular themes.

In short, exposure to the various reflective strategies resulted in participants identifying 88% of their final philosophy themes along with numerous other teaching-centered themes (see Table 8). This finding upholds the supposition regarding the persistent nature of preconceptions.

Insert Table 14 about here

Which reflective strategy appeared to be most helpful in evoking critical deliberations about one's philosophy of teaching?

A questionnaire was given to the participants at the end of the semester to determine how effective the reflective strategies were in helping preservice teachers to critically examine their thoughts about teaching. Summarizing the results of the

Table 14**Synopsis of Data Source Consistency Results**

% of Final Themes Mentioned in Data Sources	
ARIEL	.92
YOLANDA	.93
GENIE	.80
ROSE	.89
EMILY	.80
KATIE	.91
AMY	.91
Average	.88

anonymous questionnaire, a majority of the participants (6 out of 8 or 75%) consistently agreed that all five reflective strategies were effective in evoking critical deliberations about their personal philosophies of teaching. A Post Survey given to the participants after course completion and while enrolled in their student teaching phase, specifically asked them to identify a “best” and “worst” strategy for helping them to think about their philosophies of teaching. The results revealed that three out of seven participants (43%) found the case study write-ups to be the “best” reflective strategy. Likewise, three out of seven participants (43%) identified the self-analysis of the microteaching experience as the “worst” reflective strategy in eliciting critical thoughts about teaching.

Insert Table 15 about here

Conclusions

On the basis of the findings in this research, inferences can be made about: (1) designing teacher education courses (even prior to student teaching) that take into account and build on preservice teachers’ preconceptions about teaching; (2) trying to instill in prospective teachers the appropriate skills, attitudes, and habits of reflective thinking---especially by encouraging them to identify, examine, reexamine (if necessary), construct, and reconstruct (if necessary) their implicit thoughts and ideas about teaching even while enrolled in the coursework phase of their teacher

Table 15**Synopsis of Survey Results**

	Worst Reflective Strategies	Best Reflective Strategies
ARIEL	REACTION PAPERS	CASE STUDIES
YOLANDA	SELF-ANALYSIS OF THE MICROTEACHING EXPERIENCE	CASE STUDIES
GENIE	JOURNAL WRITING	SELF-ANALYSIS OF THE MICROTEACHING EXPERIENCE
ROSE	SELF-ANALYSIS OF THE MICROTEACHING EXPERIENCE	CASE STUDIES
EMILY	JOURNAL WRITING	PORTFOLIO STATEMENTS
KATIE	SELF-ANALYSIS OF THE MICROTEACHING EXPERIENCE	REACTION PAPERS
AMY	CASE STUDIES	PORTFOLIO STATEMENTS

training program; and, (3) providing preservice teachers with "access to a multiplicity of perspectives" and encouraging them "... to entertain uncertainty"--which, in turn, encourages them to reflect upon their practices (Clarke, 1986, 258-259).

The most important outcome of the data presented in this study was the documentation of the extent and depth of the participants' preconceived notions about teaching. Not only were 75% of the final teaching centered themes present in the initial philosophy statement, but they remained at this high level of consistency, in spite of the numerous themes that they were exposed to. This finding is significant because the methods course objectives were not antithetical to the goals of good teaching. This fact is readily supported by the sheer number of "Other Teaching Centered Themes Not Mentioned in the Philosophy Statement" (See Appendix N) that were identified by each participant. In other words, the students were exposed to other good teaching-centered themes but decided not to incorporate them into their philosophy statements. This finding provides support to other similar studies (Weinstein, 1989; Calderhead & Robson, 1991; McDaniel, 1991) whose findings point to the "central role played by such preexisting beliefs/images and prior experiences in filtering the content of education course work" (Kagan, 1990, p. 140). This finding also supports Goodman's (1988) notion that preservice teachers have "intuitive screens" through which they tend to interpret all of their teacher preparation experiences. Consequently, no matter how logical or sound a new idea or experience presented in a teacher preparation course may seem, preservice teachers will usually reject it if it contradicts their "intuitive screen."

A notable conclusion of this study was in the high degree of correlation between the targeted reflective strategies and the documented themes in the philosophy statements. This kind of finding gives support to the need and importance of taking into consideration the individual learners when employing different types of reflective strategies--and, this perhaps becomes even more important when the learners are non-native speakers/writers of English. The need for this kind of careful deliberation on the part of the teacher educator is exemplified in Boud, Keogh, and Walker's (1985) comment that:

. . . only the learners themselves can learn and only they can reflect on their own experiences. Teachers can intervene in various ways to assist, but they only have access to individuals' thoughts and feelings through what individuals choose to reveal about themselves. (p. 11).

This finding also supports the idea of employing philosophy statements along with other written documents (e.g., journals, case studies, reaction papers) because they provide a means for preservice teachers to develop, examine and reexamine their thoughts about teaching which would otherwise be implicit. Finally, this finding gives support to Perl's (1979) declaration that "writers know more fully what they mean only after they have written it. In this way the explicit written form serves as a window on the implicit sense with which one began" (p. 133).

Implications for Research and Teacher Education

This study contributes to research on teacher thinking by "provid[ing] examples of concepts, methods, and food for thought of teacher educators . . ."

(Clark, 1988, p. 6), and it clearly points to the important role qualitative research can have in stimulating teacher educator interest in prospective teachers' beliefs about teaching. The findings of this study also raise important questions for teacher educators to consider.

First, a principal implication of this study is that students' preconceptions will remain largely intact until they are demonstrated to be untenable via operational exposure. If this is true, then it makes sense for teacher educators of the coursework phase of preservice teacher training (such as the methods course instructor) to provide students with more opportunities to experiment with their ideas and beliefs about teaching. For example, a foreign language methods course could be designed in which the instructor becomes actively involved in helping students identify the dominant preconceived notions in their philosophies through peer and instructor feedback sessions. This would then be followed by explicit opportunities for students to validate or eliminate their beliefs and ideas about teaching through acting them out in peer mini-lessons or microteaching sessions. This kind of activity is in line with Dewey's (1910; 1933) notion that "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it, and the further conclusions to which it tends" are what brings into being individual reflective thoughts (1933, p. 9).

A second important outcome of this study was that preservice teachers actively sought validation for their teaching philosophies. The study indicated an

almost unanimous appreciation for the value of reflective activity in this meeting their need for validation. If this is the case, then teacher educators need to:

direct energy toward helping the beginning teacher to make explicit, carefully analyze and thoughtfully explore and critique the metaphors and images they bring to teaching, inasmuch as, they form the lenses through which teacher education and teaching are made either appropriately or inappropriately meaningful (Bullough & Knowles, 1991, p. 139).

Another implication in regard to this finding is the fact that without opportunities to operationalize their philosophies, the preservice teachers' comments about their teaching, which are captured in the various reflective mediums, may be superficial and not truly reflective in nature.

Third, the results of this study support Strickland's (1990) declaration that there is a need for teacher educators to provide preservice teachers with opportunities to explore their philosophies of teaching because "many students leave methods courses with no orientation or philosophy" (p. 12). The construction of philosophy statements during the coursework phase of training is a way to provide this opportunity. The philosophy statement forces the teacher candidates to write down their beliefs about teaching (even the vaguest belief would require words) and, thus, provide them with an opportunity to critically examine implicit thoughts and ideas more closely. Furthermore, if the philosophy statement concept is utilized during their professional coursework (such as in a methods course),

preservice teachers would be able to enter into the student teaching phase of the program with a preservice “operational philosophy.”

Recommendations for Future Research

A replication of this study undertaken in another foreign language methods course with non-native speakers for the purpose of establishing philosophy statements in the students’ native language would provide different results. Another approach might be to give more value to the philosophy statements, rather than making them simply a part of the portfolio requirement (valued at 20% of the final grade). This might enhance the degree of thematic changes over a one semester period. Furthermore, closer examination of the philosophy themes at various junctures in the course can help to identify which themes were consistent in their philosophies from start of finish--resulting in general profiles for each participant. Still another study might be undertaken in which the instructor takes on a more active role helping students to identify the dominant preconceived notions in their philosophies and provide them with opportunities to act out these beliefs for the purpose of validating or eliminating them.

Finally, while not considered in this study, a majority of the participants were non-native speakers and the diversity they represent from the human, social, cultural and political aspects could form the basis of a companion study. Such a study could expand the limited technical scope of this research by considering the practical and critical aspects of the non-native preservice teachers’ thinking about foreign language teaching. In the case of Rose, for example, her principal focus in developing a

teaching philosophy was to promote transformative learning. This is best depicted in the first paragraph used in all of Rose's philosophy statements (See Appendix C):

I believe in education for change. The type of change that will have a positive impact on the social, personal, and academic lives of my students as well as my own. As a foreign language teacher, I must work hard to promote the learning process as it applies to teaching the Spanish language. My role is to act as a facilitator, proposing important issues in language learning, and establish others to communicate with a newly acquired language.

Appendix A: College of Education Knowledge Base

PORTFOLIO HEADINGS FOR EDCI 330 (FALL 96)

There will be a minimum of six categories for your portfolio. Feel free to change or add more categories to your portfolio if these do not completely meet your needs:

[SUBJECT MATTER]

[CURRICULUM]

[LEARNER]

[SOCIAL CONTENT]

[EDUCATIONAL GOALS AND ASSESSMENT]

[PEDAGOGY]

Appendix B: Endnotes

¹For other international attempts at incorporating reflection as a programmatic or course goal, see Bartlett (1989); Gunstone & Northfield (1993); Korthagen & Wubbels (1991); Wubbels (1992); and Clarke (1995).

² Refer to Kagan (1990) and Richardson (1996) for a compiled listing of other teacher education programs focused on encouraging reflective thinking.

³ Other reflective strategies include: action research projects, ethnographic studies, use of metaphors, photographs, drawings, paintings, autobiographical writing, structured curriculum tasks, and the Kelly Repertory Grid.

⁴ This study is discussed in Section III: Construction of Personal Philosophy Statements.

⁵ Goodman (1988) comments that “the first perspective was organized around guiding images of cooperation, authority, and autonomy. The images within the latter perspective were individualization and self-concept” (p. 129).

⁶ Goodman (1988) cites Clandinin and Connelly’s (1984) definition of the “images” as:

[K]nowledge, embodied in a person and connected with the individual’s past, present, and future . . . [Image] reaches into the past gathering up experiential threads meaningfully connected to the present. And it reaches into the future and creates new meaningfully connected threads as situations are experienced . . . Image carries intentionality. (p. 5)

⁷ The course was essentially designed to help students to: (1) become reflective; (2) articulate their practical theory of teaching; (3) develop and practise colleagueship; and (4) establish notions of critical friendship and community of inquiry (Kettle & Sellars, 1996, p. 3).

⁸ Reflective writing was used to facilitate the “process of making of sense of experiences in order to assign meaning to them” (Kettle & Sellars, 1996, p. 3); interviews served to “explore the participants’ life histories and to tap into the knowledge, experience, and value system underpinning their practical theory” (p. 4); and card sorting exercises helped to construct “a taxonomy graphically detailing the attributes of an individual’s meaning system” (p. 4). Note: Card sorting is a technique derived from ethnography--see Spradley & McCurdy (1972) for more details.

⁹ Wile (1994) notes three primary reasons for implementing portfolios into a preservice methods course and, then, adds his personal reason: (1) to assess student learning, (2) to model an innovative assessment practice, (3) to help university students engage more deeply in course content, and (4) as a “scaffold to support students in the construction of a personally meaningful theoretical orientation towards literacy and literacy instruction” (p. 1).

¹⁰ This was done because the researcher posited that “to attempt to assign grades to students’ portfolios (as a form of assessment) would likely have constricted students’ choices and the likelihood of risk-taking” (Wile, 1994, p. 17).

¹¹ The nine categories include: Motivational/Inspirational Quotes; Journals & Self-Assessments; Booklists/Childrens’ Literature; Teaching Ideas/Techniques/

Strategies; Lesson Plans/Field Assignments; Professional Literature; Students' Work; Philosophy Development; Sharing Books; and Teaching Resources (p. 12).

¹² Cole (1990) describes "experiential reflective activities" in the following manner:

Each activity began with an imaging exercise in which students were asked to create, or recall and recreate an experience relating to a particular issue or topic. This experience provided the basis for personal reflection. The students, then in some way, recorded the event describing their perceptions of and responses to it. Either independently or through small or large group discussion and analysis they made sense of the experience drawing conclusions about their understandings. These conclusions were articulated in the form of summary statements that they were then able to "test" over a period of time to see how they fit with the formal theories they were studying as well as with the teaching practices they were observing . . . (p. 9)

Appendix C: Philosophy Statements

Amy's Initial and Mid-Semester Philosophy Statement

1. My principles of teaching language are based upon an interactionist point of view, where students learn from both a natural ability to acquire language and from a positive, nurturing environment. Through a combination of Chomsky's ideas and those of the Behaviorists, I believe that my role as a teacher will be to create this conducive environment for learning language and to enhance the communication and knowledge base of each student. By applying to the students' needs and interests, learning and acquiring the target language should be creative and meaningful, rather than rote and unrelated. I will encourage and motivate my students to learn and speak with confidence and skill through lessons that utilize various teaching methods, such as the Communicative approach, Total Physical Response Method, and Cooperative Learning.
12. In addition to a grammatical syllabus in the foreign language classroom is the importance of learning about the culture of the language. "Language is a tool that gives access to another culture." Cultural aspects should be incorporated within the curriculum to teach students our ethnic differences and to appreciate a foreign way of life. My class will thrive on the importance of awareness in today's multicultural society. I believe that teaching language involves teaching history, geography, and cultural customs so that students obtain the richest, fullest language education.

Amy's Final Philosophy Statement

20. My principles of teaching language are based upon an interactionist point of view, where students learn from both a natural ability to acquire language and from a positive, nurturing environment. Through a combination of Chomsky's ideas and those of the Behaviorists, I believe that my role as a teacher is to create an environment conducive to learning a language. This involves utilizing many different strategies and techniques to successfully enhance the communication and knowledge base of each student. I will appeal to the students' needs and interests by teaching in a creative and meaningful manner in which learning and acquiring the target language is an active role, rather than rote and unrelated. I hope to encourage, motivate, and inspire my students to learn and speak with confidence and skill through lessons that incorporate various teaching methods, such as the Communicative approach, Total Physical Response Method, and Cooperative Learning.
33. In addition to a grammatical syllabus in the foreign language classroom is the importance of learning about the culture of the language. "Language is a tool that gives access to another culture" states Gerhard Fischer in his ACTFL article. Cultural aspects should be involved within the curriculum to teach students our ethnic differences and to appreciate a different way of life. My class will thrive on the importance of awareness in today's multicultural society by recognizing and appreciating cultural differences. I believe that teaching language involves teaching history, geography, and cultural customs so that students obtain the richest language education.

Ariel's Initial Philosophy Statement

1. The first thing that I feel makes a really good foreign language teacher is a
2. teacher who can make the language learning experience something that is
3. worthwhile and meaningful to the students. Students are reluctant enough to
4. learn something as scary and unknown as a foreign language without having a
5. boring teacher, dry materials, or no connection to real life. High school age
6. students are more interested in what is practical to them outside of school rather
7. than something they are learning for the sake of learning. Here is where I feel
8. that the use of authentic materials really comes into play. The students get a
9. chance to see that the foreign language is useful, and that it is all around them.
10. Especially nowadays, Spanish is seen practically everywhere, which makes it
11. more realistic. The students can go on the ride-on bus and see Spanish
12. instructions, schedules, holidays, etc. This is where they can really see the use
13. for something as basic as days of the week. They can go to Giant, or any other
14. grocery store and see bilingual signs everywhere-to advertise free
15. immunizations for children, or to tell what kinds of plastics bags go in recycling
16. bin. This is the first and foremost philosophy that I have when it comes to
17. teaching a foreign language.
18. I also believe that a good foreign language teacher has to be creative and use
19. many different methods and strategies in order to reach the students. I really
20. feel that an "eclectic" approach is the best way to do this. I would like to reach
21. as many of the students as possible, and I feel that if I have to, I can use several
22. methods to teach one concept. I am a visual learner so I think that it is
23. important to use a lot of visuals in the classroom, whether they are related to
24. the lesson or not. I also believe in having a warm, conducive environment for
25. learning and to me, that means having posters, decorations, and etc. that
26. surrounds the students in the language. In certain respects, I am also a haptic
27. learner, and I would definitely use hands on experience to reach these students.
28. As for theories, sometimes, I do feel that the Grammar-Translation method
29. is the only way to instill the basics and set a foundation for the students to start
30. with. However, I would not always use this. I also feel that the Cognitive Anti-
31. method is useful at times in the classroom, especially when one wants the class
32. to participate without fear of being attacked for making mistakes. I would use
33. this method during free-talk sessions in class when the only goal is to talk. I
34. would not recommend this method when I am trying to stress accuracy and
35. proficiency. There are other times, especially during the last day before
36. Christmas or Thanksgiving, where I feel that the Total Physical Response
37. method may be the best. This would get the students out of their seats, yet
38. learning at the same time.
39. As for classroom management, I am a firm believer in rules and regulations
40. to make the classroom pleasant for everyone. However, I am not an autocrat
41. either. I know that sometimes, weird things happen, and the student may be
42. late, or miss a homework assignment. I will have enough trust in my students to
43. give them the benefit of the doubt, yet not be naive, especially if a student

44. displays certain patterns of behavior constantly, or I feel that I am being taken
 45. advantage of for my understanding. I feel that teachers have to remember that
 46. they too were students once, and how it felt to be afraid of the teacher,
 47. especially when a student is usually a very good student who may have had a
 48. bad week, bad day, etc. and did not do something on time. There has to be the
 49. human element in teaching, because we are after all human beings just like our
 50. students.
51. I also feel that students have to keep responsibility for their behavior and also
 52. for helping to make up the rules. I found that making a slogan for the class, and
 53. making an anagram of it, like "Be Prepared" that the Coordinator of Foreign
 54. Languages of [the local] county schools used, is really a good way to have
 55. students involved. I have also seen used in [a local] Middle School in [the
 56. same]county something called a "Reflection of Behavior" (found in the subject
 57. matter section of this portfolio) which tells the student that the behavior
 58. displayed was not appropriate to the classroom, tells what is correct behavior,
 59. and that the student will do better in the future. This is so important, because
 60. the real world is not so tolerant, and if someone fails to follow the rules of the
 61. workplace, or a public place, then they deal with the consequences. The
 62. students have to be taught that school is just like any other place in the real
 63. world.
64. Teaching is not just teaching a subject, but it is teaching students a way of
 65. life outside the home, and in the real world. Teachers have to do their best to
 66. make learning connected to the real world, because that is where these students
 67. eventually end up.

Ariel's Mid- Semester Philosophy Statement

68. The first thing that I feel makes a really good foreign language teacher is
 69. someone who makes the language learning experience meaningful to the
 70. students. Students are reluctant as it is to learn something as scary and unknown
 71. as a foreign language without having a boring teacher, dry materials, or any
 72. connection to real life. High school students are more interested in what has
 73. real life application outside of school rather than something they are learning
 74. for the sake of learning. Therefore, I feel that the use of authentic materials
 75. really benefits students because they get a chance to see that the foreign
 76. language is useful, and all around them. Because Spanish is seen practically
 77. everywhere, which makes it more realistic. It is an integral part of society. For
 78. example, students can go on the ride-on bus and see instructions, schedules,
 79. holidays, etc. in Spanish. Here, they can really see the use for something as
 80. basic as the days of the week. They can go to many grocery stores and see
 81. bilingual signs everywhere-to advertise free immunizations for children, or to
 82. tell what kinds of plastics bags go in which recycling bin.
83. I believe a good foreign language teacher is creative and uses many different
 84. methods and strategies to reach students. I really feel that an "eclectic"

85. approach is the best way to do this. I want to reach as many of the students as
86. possible, therefore I feel that if I should incorporate many methods to teach
87. one concept. As a visual learner I think that it is important to use a lot of visuals
88. in the classroom. I also believe in creating a warm environment conducive to
89. learning by having posters, decorations, and the like immerse the students in the
90. language. I am also a haptic learner, which means that I learn best by jumping
91. in and doing things. I want to find strategies that will allow these students to
92. do things rather than just listening to or looking at things to learn.

93. I also believe in several theories, and I don't think that one theoretical
94. method can be used all the time. For example, I feel that the Grammar-
95. Translation method is the only way to instill the basics and set a foundation for
96. the students to start with, but I would not use it all the time. I also feel that the
97. Cognitive Anti-method, which states linguistics analysis is not necessary for
98. learning a language and grammatical rules are not useful in the classroom. This
99. theory also states that errors should be tolerated and should not be corrected. I
100. would use this method during free-talk sessions in class when the only goal is to
101. have students talk without worrying being attacked for their mistakes and
102. without feeling stupid. I would not recommend this method when I am trying
103. to stress accuracy and proficiency. There are other times when the Total
104. Physical Response method may be the best way to conduct a lesson, especially
105. on the day before a long break like Winter or Spring break. This gets the
106. students out of their seats and moving, yet they learn at the same time.

107. When it comes to classroom management I believe that there have to be
108. rules and regulations to make the classroom pleasant and effective for
109. everyone. However, I also have to be flexible, understanding, and show
110. students that I can relate to them. I know that sometimes, weird things happen,
111. and the student may be late, or miss a homework assignment. I will have
112. enough trust in my students to give them the benefit of the doubt once in the
113. odd while. After all, I can't forget that I was a student once. I feel that teachers
114. have to remember that they too were students once, and how it felt to be afraid
115. of the teacher, especially when a student is usually a very good student who
116. may have had a bad week, bad day, etc. and did not do something on time.
117. There has to be the human element in teaching, because we are after all human
118. beings just like our students.

119. I also feel that students have to take responsibility for their behavior and also
120. for helping to make up the rules. I found that making a slogan for the class, and
121. making an anagram of it, like "Be Prepared" that the Coordinator of Foreign
122. Languages of [the local] county schools used, is really a good way to have
123. students involved. I have also seen used in [a local] Middle School in the
124. [same] county something called a "Reflection of Behavior" (found in the
125. subject matter section of this portfolio) which tells the student that the
126. behavior displayed was not appropriate to the classroom, tells what is correct
127. behavior, and that the student will do better in the future. This is so important,
128. because the real world is not so tolerant, and if someone fails to follow the
129. rules of the workplace, or a public place, then they deal with the consequences.

130. The students have to be taught that school is just like any other place in the real
131. world.

132. Teaching is not just teaching a subject, but it is teaching students a way of
133. life outside the home, and in the real world. Teachers have to do their best to
134. make learning connected to the real world, because that is where these students
135. eventually end up.

Ariel's Final Philosophy Statement

136. As a foreign language teacher, I must make the language meaningful to my
137. students. I must show my students that knowing a foreign language can be an
138. asset in the real world, especially when getting a job. There are many jobs that
139. require a second language and I want to help my students take advantage of
140. these opportunities.

141. As a foreign language teacher, I will use authentic materials to make
142. learning more interesting, and show the students that the language is all around
143. them. This also makes learning a language fun when the students can use their
144. newly acquired knowledge to watch a film or listen to music in the foreign
145. language.

146. As a foreign language teacher, I will use an eclectic approach to teach the
147. students. I feel that a teacher cannot consistently use one method and expect to
148. reach all of the students. I will incorporate many methods, such as Total
149. Physical Response, visuals, and methods where students can jump in and start
150. doing things. (A haptic approach).

151. As a foreign language teacher, I feel that it is important to immerse the
152. students in the language. I will create a warm environment conducive to
153. learning. I will cover my room with posters, and decorations to keep students
154. surrounded by the language.

155. As a foreign language teacher, I believe in several theories, and feel that one
156. theory cannot be used all the time. For instilling the basics of a language, the
157. Grammar-Translation is the best method. This method is not useful for getting
158. students to freely talk and practice speaking without anxiety. For this, I believe
158. that the Cognitive-Anti method, which states that errors should be tolerated
159. and not corrected, is best. However, I would not use this method if I am trying
160. to stress accuracy and proficiency.

161. There is more to teaching than just teaching the subjects. The teacher must
162. teach the students how to live the real world, which includes following rules
163. and regulations.

164. I believe that students have to take responsibility for their behavior. Students
165. should also have a role in making the rules that will govern them. I would use a
166. slogan like "Be Prepared" and make an anagram out of it, getting input from
167. the students. Another thing I would use is a "Reflection of Behavior" (found in
168. the educational goals and assessment section of this portfolio), where the
168. student who misbehaves shows that he or she is responsible for the behavior,
169. and is sorry.

170. As a foreign language teacher, I also believe that teachers must be flexible

171. and understanding. It is important for students to realize that teachers are there
172. to help them, and that we are with them, not against them
173. Discipline is important because in the real world, there are rules, and
174. consequences for not following them. It is better for students to realize this
175. early on and to realize they are not immune to rules.
176. Teaching is not just teaching a subject. Teaching is teaching students how to
177. live and cope with the real world because that is where the students will one
178. day live.

Emily's Initial Philosophy Statement

1. As I enter the world of education, I am committed to carry out my ideas and directions of what I consider the best teaching and learning process for students.
2. The process of teaching is both a science and an art. A teacher needs to create an environment which engages a students' interest and develops a strong curiosity for more learning. A learning that is active and that promotes rational thinking.
3. Knowing that all students are different, it is important to satisfy all of their individual needs and learning styles. Some students learn better through listening, others through writing or reading, still others learn through first hand experience. As students are being introduced to a new language and culture, it is important to be able to provide as many different exposures as possible, in order to assure a successful assimilation of the target language and culture.
4. In a foreign language class students must first understand the importance of learning a different language and how it affects the world in which we live.
5. Only when they have a concrete understanding of this idea are the students ready to learn a new language. However, that is not the only task they must master, learning a foreign language does not only include new phonology and new grammar structure, it also includes the understanding of a new history, a new art, a new culture, and new people, different from the ones that surround us.

Emily's Mid-Semester Philosophy Statement

6. As I enter the world of education, I am committed to carry out my ideas and directions of what I consider the best teaching and learning process for students.
7. The process of teaching is both a science and an art. A teacher needs to create an environment which engages a students' interest and develops a strong curiosity for more learning. A learning that is active and that promotes rational thinking.
8. Knowing that all students are different, it is important to structure the classroom in order to satisfy all of the individual needs and learning styles. Some students learn better through listening, others through writing or reading, still others learn through first hand experience. As a result, each time a lesson is taught, it should incorporate all these skills that students require in order to successfully assimilate the target language and culture.
9. In a foreign language class, it is first most important for students to understand the importance of learning a different language and how it affects the world in which we live today. Only when they have developed motivation toward acquiring the new language, can learning take place.
10. Learning a foreign language is a never ending process. It does not simply consist of new phonology and new grammar structure, it also includes the understanding of a new history, a new art, a new culture, and new people. In order for students to achieve this task they must be willing to totally immerse themselves in the target language.

Emily's Final Philosophy Statement

43. As I enter the world of education, I am committed to carry out my ideas and
44. directions of what I consider the best teaching and learning process for students.
45. The process of teaching is both a science and an art. A teacher needs to create
46. an environment which engages a students' interest and develops a strong
47. curiosity for more learning: a learning that is active and that promotes rational
48. thinking.
49. Classrooms must deviate from the traditional ideal that the teacher is the
50. information giver and the students simple recipients. Learning becomes much
51. more proficient when the classrooms are student-oriented; when student are
52. actively involved in the lesson and learn how to teach each other. In fact, it has
53. been proven that 90% of learning occurs through teaching.
54. Knowing that all students are different, it is important to structure the classroom
55. in order to satisfy all of the individual needs and learning styles. Some students
56. can learn better through listening, others through writing or reading, still others
57. learn through first hand experience. As a result, each time a lesson is presented,
58. it should incorporate all of these skills that students require in order to
59. successfully assimilate the target language and culture.
60. In a foreign language class, it is important for students to understand the
61. importance of learning a different language and how it affects the world in
62. which we live today. In Spanish, for examples, students should know since day
63. one that they will learn more about English by learning Spanish, that Spanish is
64. the most commonly spoken language in the United States after English, that
65. 300,000,000 people in the world today speak Spanish, that it opens career
66. opportunities, and that it expands their interpersonal world as student come in
67. contact with Spanish-speaking people and their culture. Only when students
68. have developed motivation toward acquiring the new language, can learning
69. take place.
70. Learning a foreign language is a never ending process. It does not simply consist
71. of new phonology and new grammar structure, it also include the understanding
72. of a new history, a new art, a new culture, and new people. In order for students
73. to achieve this task, they must be willing to totally immerse themselves in the
74. target language.

Genie's Initial Philosophy Statement

1. As a future educator, I believe that students are the most important part in
2. the teaching-learning process, therefore they should actively participate as
3. rational thinkers rather than merely passive information absorbers.
4. In order for teachers to design a workplan that will be meaningful to all
5. students, awareness of the diverse levels of their cognitive, affective, and
6. psychomotor development is necessary. This is why I support the Progressive
7. view of education and find it valuable.
8. Also, it is important to consider the students' interests but content should be
9. derived from information that the instructor, as an expert in the field, considers
10. relevant. In other words, it is the combination of students' interests and
11. teacher's discretion what creates a sensible curriculum that can be meaningful
12. for both.
13. I believe in giving students the right to have a bad day without negatively
14. labeling them. I also believe that the teacher should be seen as a facilitator
15. rather than a dictator. Hence, it is her responsibility to create an atmosphere
16. that is harmonious, non-threatening, and conducive to learning. Regarding the
17. respect in the teacher-student and student-student interactions, this should be
18. established from the first moment.
19. I hold the belief that students should be taught skills that will not only be
20. useful to them in the present but in the future as well. A good way to do this is
21. by challenging them to think rationally, giving them hands on experiences, and
22. exposing them to the real world. As a foreign language instructor, I plan to
23. expose my students to various native speakers of Spanish so that they can learn
24. directly from these real life people rather than simply the book.
25. Finally, I intend to seed the love for the Spanish language in my students and
26. make of the teaching-learning process an ongoing learning experience for them
27. and myself.

Genie's Mid-Semester Philosophy Statement

28. As a native speaker of Spanish and a future teacher, I have two goals in life:
29. seed the love for the Spanish language in my students and make them actively
30. participate as rational thinkers in the process.
31. However, this active participation would not be possible if teachers do not
32. take into account the existent diversity among students. First, it must be
33. understood that diversity is not limited to cultural and racial differences, but
34. includes all the idiosyncrasies unique to each student. Thus, in order for
35. teachers to design a workplan that will be meaningful to all students, awareness
36. of the different dimensions of diversity is necessary. This needs to be done
37. carefully without falling into the habit of labeling students.
38. I believe in giving students the right to have a bad day without labeling
39. them. Teachers need to stay away from the old custom of holding a label above
40. every student's head, be this positive or negative. Keeping in mind that their
41. role is that of a facilitator, teacher should provide students with an atmosphere

42. that is harmonious, non-threatening, and most importantly, conducive to
43. learning. In this context, the respect should be established from the first
44. moment.
45. I also believe that students should be taught skills that will be useful to them
46. now as well that in the future. A good way to do this is by challenging to
47. question and expand the information that is given to them, and exposing them
48. to authentic language through the use of authentic texts.
49. So, considering student these factors: student diversity, interests, and
50. meaningful and authentic language together with the teacher's knowledge and
51. expertise, it is the teacher's mission to create curriculum that is sensible for
52. both. Keeping in mind that the language acquisition process is an ongoing
53. learning experience not limited to students.

Genie's Final Philosophy Statement

54. As a future teacher of Spanish, I have two goals in my professional life: seed
55. the love for the Spanish language in my students and make them participate
56. actively as rational thinkers in the language learning process.
57. However, I realize that this active participation will not be possible if
58. teachers do not take into account the existent diversity among students. Though
59. it must be understood that diversity is not limited to cultural and racial
60. differences but includes all idiosyncrasies unique to each and every student.
61. Thus, in order for teachers to design a workplan than can be meaningful to all
62. students, awareness of the various dimensions of diversity is necessary. This
63. needs to be done carefully without falling in the habit of labeling students.
64. I believe in giving students the right to have a bad day without having to
65. label them. Teachers need to stay away from assigning students labels, be this
66. positive or negative. Keeping in mind that their role is that of a facilitator,
67. teachers should provide students with an atmosphere that is harmonious,
68. nonthreatening, and most importantly, conducive to learning. In this same
69. context, respect should be established from the first moment.
70. I also believe that students should be taught skills that will be useful to them
71. now as well as in the future. A good way to do this is be challenging them to
72. question and expand the information that is given to them and exposing them to
73. authentic language thought the use of authentic texts.
74. So, considering these factors-student diversity and interests, and meaningful
75. and authentic language together with the teacher's knowledge and expertise-it
76. is the teacher's mission to create a curriculum that is enriching for both. In
77. short, teachers must keep in mind that the language acquisition process is an
78. ongoing learning experience not exclusively limited to students.

Katie's Initial Philosophy Statement

1. In today's world of rapid growth in the Latino community, the job of a Spanish teacher is very important. By the year 2010, Latinos will be the second largest race in the United States. Therefore, teachers of Spanish have a great impact on the futures of today's students. In order for students to retain and understand what is being taught to them, teachers have to be creative and flexible with their lessons.
2. A teacher needs to exemplify confidence with in his/herself and the students.
3. A confident teacher shows that he/she has knowledge of the subject material, is not afraid or intimidated to discipline students and demands respect. When students feels that a teacher believes in their abilities, students are more apt to try harder and are not as intimidated to participate in class.
4. It is most important for teachers of all subject areas to be sensitive to each student's need. Student are individuals, and should be treated accordingly. Not every student learns the same. Therefore, changing the method of teaching is one way of ensuring that all students learn effectively.
5. I believe the most important focus of teaching a foreign language, is teaching that language's culture also. The culture of a language is directly related to the target language. Without the knowledge and understanding of the culture, students can learn the foreign language but they will be completely ignorant to the culture. My job as a teacher is to prevent ignorance by educating students not only on the Spanish language, but also on its vast and rich culture.
6. Students not only gain interest but also knowledge in the target language and its culture.

Katie's Mid-Semester Philosophy Statement

7. In today's world of rapid growth in the Latino community, the job of a Spanish teacher is very important. According to the National Statistics of the United States, by the year 2010, Latinos will be the second largest race in the United States. Therefore, teachers of Spanish have a great impact on the futures of today's students. In order for students to retain and understand what is being taught to them, teachers should have a multisensory approach to their learners and proficiency oriented teaching.
8. When a teacher makes his/her classroom proficiency oriented, students are taught relevant material that can assist them in their future endeavors. The multisensory approach promotes proficiency in the target language and good classroom management. Hence, students have a positive and effective learning environment. It is most important for teachers of all subject areas to be sensitive to each students' needs. Students are individuals, and should be treated accordingly. Not every student learns the same. Therefore, changing the method of teaching is one way of ensuring that all students learn effectively. Understanding cultural diversity in the classroom is another way of ensuring effective learning.
9. A teacher needs to exemplify confidence with in his/herself and the students.

41. A confident teacher shows that he/she has knowledge of the subject material, is
 42. not afraid or intimidated to discipline students and demands respect. When
 43. students feels that a teacher believes in their abilities, students are more apt to
 44. try harder and are not as intimidated to participate in class.
 45. I believe the most important focus of teaching a foreign language, is
 46. teaching that language's culture. The culture of a language is directly related to
 47. the target language. Without the knowledge and understanding of the culture,
 48. students can learn the foreign language but they will be completely ignorant to
 49. the culture. My job as a teacher is to prevent ignorance by educating students
 50. not only on the Spanish language, but also on its vast and rich culture. Students
 51. only gain interest but also knowledge in the target language and its culture.

Katie's Final Philosophy Statement

52. In today's world of rapid growth in the Latino community, the job of a
 53. Spanish teacher is very important. According to the National Statistics of the
 54. United States, by the year 2010, Latinos will be the second largest race in the
 55. United States. Therefore, teachers of Spanish have a great impact on the futures
 56. of today's students. In order for students to retain and understand what is being
 57. taught to them, teachers should have a multisensory approach to their learners
 58. and proficiency oriented teaching.
 59. When a teacher makes his/her classroom proficiency oriented, students are
 60. taught relevant material that can assist them in their future endeavors. The
 61. multisensory approach promotes proficiency in the target language and good
 62. classroom management. Hence, students have a positive and effective learning
 63. environment. It is most important for teachers of all subject areas to be
 64. sensitive to each student's needs. Students are individuals, and should be
 65. treated accordingly. Not every student learns the same. Therefore, changing the
 66. method of teaching is one way of ensuring that all students learn effectively.
 67. Understanding cultural diversity in the classroom is another way of ensuring
 68. effective learning.
 69. A confident teacher shows that he/she has knowledge of the subject
 70. material, is not afraid or intimidated to discipline students and demands
 71. respect. A nonnative speaker such as myself, needs to exemplify confidence in
 72. speaking the target language. When students do not feel anxiety from the
 73. teacher, they are more apt to try harder and are not as intimidated to speak the
 74. target language.
 75. I believe the most important focus of teaching a foreign language, is
 76. teaching that language's culture. The culture of a language is directly related to
 77. the target language. Without the knowledge and understanding of the culture,
 78. students can learn the foreign language but they will be completely ignorant to
 79. the culture. My job as a teacher is to prevent ignorance by educating students
 80. not only on the Spanish language, but also on its vast and rich culture. Students
 81. only gain interest but also knowledge of the target language and its culture.

Rose's Initial Philosophy Statement

1. I believe in education for change. The type of change that will have a positive impact on the social, personal, and academic lives of my students as well as my own. As a foreign language teacher, I must work hard to promote the learning process as it applies to teaching the Spanish language. My role is to act as a facilitator, proposing important issues in language learning, and enabling others to communicate with a newly acquired language.
2. Students are the very essence of the learning process. They are already endowed with the desire to learn and to improve themselves. I want to tap into their natural curiosity and enrich their lives with a very practical skill. In order to do this, I must become a part of the learning process. I must realize that I'm a student, as well as a teacher. Learning about and responding to my students' behavior is the best approach in facilitating learning. The knowledge that I'll acquire from my students' interest, motivations, and concerns, will direct me down the right path of effective teaching. Without this feedback, I will never be able to create the right climate for effective teaching.
3. figuratively, I see the teacher as the nucleus of the classroom, and the students as the elements surrounding this nucleus. One can not operate without the others. The teacher exposes the students to important concepts, and makes them reflect on them. By sharing information such as experiences, ideas, and opinions, the students become problem solvers by creating approaches that go hand in hand with these concepts.
4. As a foreign language teacher, I want to be a fountain of inspiration, showering my students with sparkles of passion toward leaning a foreign language. Not in just the practical sense, but in the artistic sense also. Each language have its unique colofull metaphors.
5. I want to open doors to exiting new worlds, by teaching them the richness of other cultures. I want to create successful members of our future society, by promoting self esteem, self respect and respect toward others.

Rose's Mid-Semester Philosophy Statement

6. I believe in education for change. The type of change that will have a positive impact on the social, personal, and academic lives of my students as well as my own. As a foreign language teacher, I must work hard to promote the learning process as it applies to teaching the Spanish language. My role is to act as a facilitator, proposing important issues in language learning, and enabling others to communicate with a newly acquired language.
7. Students are the very essence of the learning process. They are already endowed with the desire to learn and to improve themselves. I want to tap into their natural curiosity and enrich their lives with a very practical skill. In order to do this, I must become a part of the learning process. I must realize that I'm a student, as well as a teacher. Learning about and responding to my students' behavior is the best approach in facilitating learning. The knowledge that I'll acquire from my students' interest, motivations, and concerns, will direct me down the right path of effective teaching. Without this feedback, I will never be able to create the right climate for effective teaching.
8. figuratively, I see the teacher as the nucleus of the classroom, and the students as

45. the elements surrounding this nucleus. One can not operate without the others. The
 46. teacher exposes the students to important concepts, and makes them reflect on them.
 47. By sharing information such as experiences, ideas, and opinions, the students become
 48. problem solvers by creating approaches that go hand in hand with these concepts.
 49. As a foreign language teacher, I, want to be a fountain of inspiration, showering
 50. my students with sparkles of passion toward leaning a foreign language. Not in just
 51. the practical sense, but in the artistic sense also. Each language have its unique
 52. colorful metaphors.
 53. I want to open doors to exiting new worlds, by teaching them the richness of other
 54. cultures.
 55. I want to create successful members of our future society, by promoting self
 56. esteem, self respect and respect toward others.
 57. I expect to make a different in the lives of my learners by having a positive
 58. impact on their academic, social and moral development of my students. I will not
 59. only teach the practical of the language, but also the richness of the cultures involved
 60. with the language. In today's society, Spanish is the second most spoken language in
 61. this country. The world is becoming smaller and people are communicating across
 62. geographical and cultural boundaries every day. I believe that possessing g the ability
 63. to speak a second language will open the doors in their future. I want to be the one
 64. that will open those doors for my students. I feel that I can expand beyond the normal
 65. lessons to show my students the importance of knowing the second most used
 66. language in the United States.

Rose's Final Philosophy Statement

67. I believe in education for change. The type of change that will have a positive
 68. impact on the social, personal, and academic lives of my students as well as my own.
 69. As a foreign language teacher, I must work hard to promote the learning process as it
 70. applies to teaching the Spanish language. My role is to act as a facilitator, proposing
 71. important issues in language learning, and enabling others to communicate with a
 72. newly acquired language.
 73. Students are the very essence of the learning process. They are already endowed
 74. with the desire to learn and to improve themselves. I want to tap into their natural
 75. curiosity and enrich their lives with a very practical skill. In order to do this, I must
 76. become a part of the learning process. I must realize that I'm a student, as well as a
 77. teacher. Learning about and responding to my students' behavior is the best approach
 78. in facilitating learning. The knowledge that I'll acquire from my students' interests,
 79. motivations, and concerns, will direct me down the right path of effective teaching.
 80. Without this feedback, I will never be able to create the right climate for effective
 81. teaching.
 82. Figuratively, I see the teacher as the nucleus of the classroom, and the students as
 83. the elements surrounding this nucleus. One can not operate without the others. The
 84. teacher exposes the students to important concepts, and makes them reflect on them.
 85. By sharing information such as experiences, ideas, and opinions, the students become
 86. problem solvers by creating approaches that go hand in hand with these concepts.
 87. As a foreign language teacher, I, want to be a fountain of inspiration, showering
 88. my students with sparkles of passion toward leaning a foreign language. Not in just
 89. the practical sense, but in the artistic sense also. Each language have its unique
 90. colorful metaphors.
 91. I want to open doors to exiting new worlds, by teaching them the richness of other

92. cultures.
93. I want to create successful members of our future society, by promoting self
94. esteem, self respect and respect toward others.
95. I expect to make a difference in the lives of my learners by having a positive
96. impact on their academic, social and moral development of my students. I will not
97. only teach the practical of the language, but also the richness of the cultures involved
98. with the language. In today's society, Spanish is the second most spoken language in
99. this country. The world is becoming smaller and people are communicating across
100. geographically and cultural boundaries every day. I believe that possessing g the
101. ability to speak a second language will open the doors in their future. I want to be
102. the one that will open those doors for my students. I feel that I can expand beyond
103. the normal lessons to show my students the importance of knowing the second most
104. used language in the United States.
105. As a foreign language teacher, classroom management is one of the most
106. important things for me. In my classroom there will be a healthy learning
107. environment at all times. I will try to provide an environment that will minimizes
108. behavioral problems therefore allowing more time for productive learning. I could
109. not tolerate uncontrolled behaviors knowing that those behaviors are taking precious
110. time from learning. In my classroom, every minute will count. Learning Spanish
111. should be the top priority. But just because I'll allow more time for learning doesn't
112. necessarily lead to achievement, to be valuable time, will be use effectively. To
113. accomplish this, my lessons will be structured in a way that students will receive
114. optimal exposure to important concepts in foreign language learning. My lessons
115. should be will organized and contain familiar routines in order to serve adequately
116. as a mode of transportation for new information. The content of my lessons should
117. be appropriate for different ages and proficiency levels. Also, I must consider the
118. diversity of my classroom and take appropriate measurements to deliver effective
119. teaching. Only with all these points in mind, will I be able to accomplish my goals.

Yolanda's Initial & Mid-Semester Philosophy Statements (identical)

1. Teachers are the heart in the school system. They must teach academics but also
2. relate to students in a personal way taking into account that every student is
3. different and must be treated equally. As a Foreign Language major, I believe that
4. my abilities and expertise should be the main focus when dealing with students from
5. different backgrounds, since all students have different capacities to learn and grasp
6. the meaning of a language that is new to them. I also understand that regardless of
7. how dysfunctional a student might be, I can be a tool to make a difference in his or
8. her education.
9. As a future foreign language teacher I know that I have the ability to share my
10. knowledge and to relate to students on a personal level. This quality is crucial
11. when dealing with special populations, not only the handicapped ones but the ones
12. that come from different cultures or who have family problems. A teacher must
13. not discriminate or be biased toward students. To the contrary, instructors should
14. be neutral and focus on teaching academics and understand the learning
15. development in classroom. Creativity should play a major role in the lessons being
16. taught. This would encourage pupils to appreciate school and all its benefits.
17. Although many students will bring problems into the classroom, teachers must
18. leave theirs at home or somewhere else. From past experience, I can tell that
19. instructors who were more interested in talking or solving their personal matters
20. with other colleagues during class, made no positive impact on me and
21. consequently they lost my respect. As a future mentor, I think material reasons
22. should be left behind at least for the first couple of teaching years, one must have
23. total confidence in teaching and know that unless passion for the job is present,
24. accomplishing productive results will be slim.
25. Foreign language teachers should walk in the education field with an open mind,
26. allowing others to help them with new strategies and techniques to enrich learning
27. and cognitive abilities of each student. It is easy to sit in a room with 45 hungry
28. minds but not feed them with the proper education is a waste. Education,
29. therefore, must be taken seriously. It is like a ticket to success and it will my
30. responsibility to deliver that pass to future achievement. In short, my philosophy is
31. to be unselfish, to look always for the students' best interests, to give them my
32. undivided attention, my expectations from students should be lower but high on
33. my part since students are like pieces of clay that need to model in the right shape
34. with the right ideas. Students' personal problems should not be forgotten or
35. ignored. Thus, they influence and determine how much progress they will make in

Yolanda's Final Philosophy Statement

36. Teachers are the heart in the school system. They must teach academics but also
37. relate to students in a personal way taking into account that every student is
38. different and must be treated equally. As a Foreign Language major, I believe that
39. my abilities and expertise should be the main focus when dealing with students
40. from different backgrounds, since all students have different capacities to learn and

41. grasp the meaning of a language that is new to them. I also understand that
42. regardless of how dysfunctional a student might be, I can be a tool to make a
43. difference in his or her education.

44. As a future foreign language teacher I plan to use an eclectic approach to reach
45. to every student since learning styles are always different. I think that in order to
46. gain students' attention, I must be able to put a lot of sources together because that
47. is the only way that a class can be conducted effectively. I will also teach culture
48. of the target language to provide a full experience and expand their knowledge.
49. Besides using effective styles, I'm aware that teachers should walk into the
50. classroom with confidence because the lack of such ability may interfere with
51. gaining respect from other colleagues as well as students. Another approach
52. needed in foreign language teaching is authentic materials since they expose the
53. heart of learning a new language. Of equal importance is to get help and advice
54. from other instructors who may have more experience in the field and they can
55. guide novice during their first teaching year.

Appendix D: Peer Feedback Form

YOUR NAME: _____ **DATE:** _____

OWNER OF WORK SAMPLE THAT YOU ARE REVIEWING:

*Review your classmate's work sample and answer the following questions.
You may provide additional comments at the bottom of this page.*

- 1) Summarize your reaction to this sample in one or two sentences.**

 - 2) What in particular do you think your classmate did rather well in this sample?**

 - 3) What are your suggestions (if any) for improvement of this sample?**

 - 4) What particular skills or progress (towards meeting the methods course objectives) is evident in this sample?**

ADDITIONAL COMMENTS:

Appendix E: Initial Questionnaire

Name: _____ Date: _____

Date: _____

Student Status: _____
[undergraduate or master's certification]

Please answer the following questions in the space provided.

1. During your undergraduate program, have you ever been required to write down your personal thoughts and ideas about teaching (e.g., in the form of a written philosophy statement)? Please explain.
 2. Describe any classroom teaching experience you have had.
 3. In your opinion, what are three most important qualities or characteristics of a “good” foreign language teacher?
 - 1)
 - 2)
 - 3)
 4. Describe your personal experience(s), if any, with portfolios? Journal writing?

Appendix F: Final Questionnaire

DIRECTIONS: CIRCLE THE STATEMENT THAT BEST DESCRIBES YOUR RESPONSE. DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE. AFTER COMPLETION, PLEASE PLACE IT INTO THE UNMARKED MANILA ENVELOPE.

1. Writing reflective statements for portfolio artifacts gave me the opportunity to examine and sometimes reexamine my personal theories about teaching.

Strongly agree Agree Undecided Disagree Strongly disagree

2. The journal writing assignment did not force me to write down my personal thoughts and ideas about teaching.

Strongly agree Agree Undecided Disagree Strongly disagree

3. The journal writing assignment did provide me with the opportunity to confront my beliefs about teaching.

Strongly agree Agree Undecided Disagree Strongly disagree

4. The reaction papers responding to selected journal articles were instrumental in getting me to critically examine my personal views about teaching in light of another person's opinion or perspective.

Strongly agree Agree Undecided Disagree Strongly disagree

5. The case studies were not useful in getting me to publicly articulate my views and beliefs about teaching.

Strongly agree Agree Undecided Disagree Strongly disagree

6. The self-analysis that I did of my microteaching experience did not help me to clarify what I think is good teaching.

Strongly agree Agree Undecided Disagree Strongly disagree

7. The various strategies and assignments collectively used in this methods course helped me to focus my thoughts on my personal theories about teaching.

Strongly agree Agree Undecided Disagree Strongly disagree

8. I think the strategies and assignments used in this methods course do not help to clarify preconceptions that someone might have about the art of teaching.

Strongly agree Agree Undecided Disagree Strongly disagree

9. The strategies and assignments used in this methods course are vital in helping individuals to construct well-articulated personal philosophy statements.

Strongly agree Agree Undecided Disagree Strongly disagree

10. I feel that as I enter into the next phase of my training (the student teaching experience), I am better prepared because I have constructed a kind of “operational philosophy” which reflects my personal beliefs about teaching.

Strongly agree Agree Undecided Disagree Strongly disagree

11. The reflective strategies that were part of the methods course did not provide rational constructs for the development of an “operational philosophy.”

Strongly agree Agree Undecided Disagree Strongly disagree

Appendix G: Initial Interview Protocol

1. What is your understanding regarding the purpose of the portfolio project for this semester? the written philosophy statement?
2. Describe your experience(s) with the portfolio up to this point.
3. Describe your experience(s) with writing your philosophy statement up to this point.
 - Any aspect of your philosophy become clearer?
 - Has any parts of the methods course helped you in constructing your personal philosophy?
4. Has anything in the class affected or changed your view about teaching?
 - if not in class, then, what particular event or situation has?

These questions will be asked again at the end of the project.

5. What do you value the most in teaching (e.g., continuous feedback, active student participation, a good learning environment, or other)?
6. How would you describe good teaching or good instruction? List several characteristics.

Appendix H: Final Interview Protocol

1. What was the most enjoyable part of this methods course? **Explain.**
2. What was the most difficult part and what made it so difficult? **Explain.**
3. What was the most valuable lesson you will walk away with from this methods course? **Explain.**
4. Were any exercises or assignments in the methods course ineffective in your view? **Explain.**

Which exercises or assignments were particularly effective in your view? **Explain.**

5. What aspect of your personal teaching philosophy has become clearer as the result of the methods course? **Explain.**

What particular assignment(s) or experience(s) in the methods course helped to make it clearer? **Explain.**

6. Did anything change in your philosophy statement over the semester?
--What changed and how did it change? **Explain.**
--About when did the change(s) take place? **Explain.**
--What particular experience or assignment caused it to change? **Explain.**
7. Which particular experience or assignment in the methods course challenged or made you rethink your personal beliefs about teaching? **Explain.**
8. What do you value the most in teaching (e.g., continuous feedback, active student participation, a good learning environment)? **Give a few examples.**
9. How would you describe “good teaching” or “good instruction?” **Provide several characteristics.**

Appendix I: Consent Form to Participate

Project Purpose: The purpose of this study is to examine the development of personal teaching philosophies during a one-semester foreign language methodology course.

I state that I am over 18 years of age and wish to participate in the study being conducted by Susan Neal Moreland in EDCI 330 during Fall 1996 Semester at the University of Maryland, College Park, in the Department of Curriculum and Instruction.

The procedures involve completing two written questionnaires and participating in two formal one-on-one interviews.

During the semester, I will be asked to do several assignments which I will place into my "working" portfolio that I will be required to construct and maintain in EDCI 330.

I grant the researcher permission to access and copy (for academic purposes) any of the materials (written, videotaped, or audiotaped) contained within my portfolio. I understand that I will be advised of which artifacts were reproduced. I also agree to be audio and/or videotaped during my participation in this study.

I understand that I will be assigned a code name and that all information will be held in confidence. I understand that I am free to ask questions or to withdraw from participation at any time without penalty.

Signature of Subject

Date

Appendix J: Post Survey Results

POST SURVEY: BEST REFLECTIVE STRATEGIES

PORTFOLIOS & ASSOCIATED REFLECTIVE STATEMENTS

AMY: Because I really appreciate being taught about how to create a professional portfolio. It has helped me be less afraid of interviews. I love to show what I've achieved and what I've done.

EMI: I feel that this was the most effective task of the class. It became a challenge, a creation and collection of things that affected our growth; but most of all it became a reflection of how we professionally developed through the year (I just wish we would have started on it earlier).

SELF-ANALYSIS OF MICROTEACHING EXPERIENCE

GENIE: I can say that it has always been helpful for me to watch myself teaching or hearing myself talk. Therefore, I can say that the self-analysis of microteaching video is what has helped me the most in writing/changing my philosophy statement. Why? Simply because I can be more critical of my own work by watching myself.

REACTION PAPERS TO JOURNAL ARTICLES

KATIE: This one is the best choice because I read about new issues and some of the articles I reacted to, I incorporated my reactions into my philosophy, like “being confident” from “Teacher gets the Blues.”

CASE STUDIES

YOLANDA: I liked this best because I was exposed to real life situation, simple language. I didn't have to read a million times to understand it. Plus I put myself in that person's shoes. I thought harder and place great importance because I knew that some day that incident could happen to me as well.

ROSE: This is probably the best for me because it helped me to use critical thinking most of the time in analyzing what strategies work or don't work in a particular classroom.

ARIEL: This did quite a bit for my philosophy statement. It showed me what teachers should and shouldn't do. I know that sometimes I will make the same mistakes but I will try my best to not make those mistakes.

JOURNALING

NO COMMENTS

POST SURVEY: WORST REFLECTIVE STRATEGIES**PORTFOLIOS & ASSOCIATED REFLECTIVE STATEMENTS**

NO COMMENTS

SELF-ANALYSIS OF MICROTEACHING EXPERIENCE

KATIE: I choose this one as worst because I don't feel that my videotape was an accurate analysis of my teaching style. It wasn't a real experience.

ROSE: This one help me some, but it was pre-programmed. I was very nervous and self-conscious. Also, it wasn't done in a real classroom situation.

YOLANDA: I think that as a novice teacher I didn't know exactly what my flaws were. Due to the inexperience, I wasn't so hard on myself.

REACTION PAPERS TO JOURNAL ARTICLES

ARIEL: These were least useful-again too theoretical but interesting to read and see.

CASE STUDIES

AMY: Although useful, the case studies, to me were not as important as the portfolio and other activities. I did not put them into my portfolio.

JOURNALING

EMI: I feel that the journals were less effective because often it was too repetitive to write down your observations. I think it would have been more effective to only write one day or some of the things that were most important to use. I feel that when I was observing I did not even notice some of the issues that came up later in student teaching. As a result, if you need to see journal entries, maybe it would be more effective to do them on the student teaching experience.

GENIE: Journal reaction papers and journaling were the things that least helped me develop my philosophy statement. The first because I am not a big reader and the second one because I am not a big writer either. This is not to say that I did not benefit from them, but I had rather done them in class.

Appendix K: Overall Analysis of Written Documents

OVERALL ANALYSIS OF AMY'S WRITTEN DOCUMENTS

<u>PHASE ONE</u>									<u>PHASE TWO</u>					<u>TEACHING CENTERED PHILOSOPHY THEMES</u>		
R1	C 1	J1	C2	C3	R2	mid	J2	C4	R3	SA	J3	final				
		X					X							1. create conducive learning environment		
	X	X												2. enhance knowledge base		
	X													3. enhance communication		
								X			X			4. consider learner needs		
			X	X							X			5. consider learner interests		
X							X							6. encourage learners		
		X		X			X					X		7. motivate learners		
		X				X	X			X	X			8. use an eclectic approach to teaching		
X		X												9. teach grammar		
X		X			X	X	X		X	X	X			10. teach culture		
		X												11. teach history		
		X									X			12. teach geography		
			X				X					X		13. teach in a creative manner		
X		X			X	X						X		14. teach in a meaningful manner		
														15. inspire learners		
Prior to Any Teacher Observations		During Middle School Teacher Observations												During High School Teacher Observations		

C1=Case Study #1

C2=Case Study #2

C3=Case Study #3

C4=Case Study #4

R1=Reaction Paper to Journal Article #1

R2=Reaction Paper to Journal Article #2

R3=Reaction Paper to Journal Article #3

J1=Journal Entries prior to Teacher Observations

J2=Journal Entries during Middle School Teacher Observations

J3=Journal Entries during High School Teacher Observations

SA=Self Analysis of Mictroteaching Experience

mid=portfolio reflective statements up to mid-semester

final=portfolio reflective statements up to end of semester

OVERALL ANALYSIS OF ARIEL'S WRITTEN DOCUMENTS

OVERALL ANALYSIS OF EMILY'S WRITTEN DOCUMENTS

OVERALL ANALYSIS OF GENIE'S WRITTEN DOCUMENTS

Phase One							Phase Two				Teaching Centered Philosophy Themes				
R1	C 1	J1	C2	C3	R2	mid	J2	C4	R3	SA	J3	final			
	X				X		X				X		1. design meaningful/sensible workplan/curriculum		
		X			X	X	X				X		2. be aware of diversity among students		
		X	X				X						3. consider student interests		
		X	X										4. choose relevant course content		
		X	X								X	X	X	5. be an expert in the field	
														6. avoid labeling	
X		X			X	X	X							7. be a facilitator	
X		X						X						8. create a harmonious, non-threatening, and conducive learning atmosphere	
								X						9. establish respect	
														10. teach skills useful in both present and future	
		X			X		X					X		11. challenge students to think rationally	
		X					X							12. provide hands on experiences	
		X												13. expose students to the real world	
														14. seed the love for language in students	
X		X						X	X			X		15. promote active participation of students as rational thinkers	
					X	X						X		16. understand that diversity is not limited to cultural and racial differences	
X		X			X		X					X		17. challenge students to question/expand on the information that is given to them	
	X	X												18. expose students to authentic language	
											X			19. keep in mind that language acquisition is an ongoing experience	
Prior to Age	During Middle				During High School										

Prior to Any Teacher Observations

During Middle School Teacher Observations

During High School Teacher Observations

OVERALL ANALYSIS OF KATIE'S WRITTEN DOCUMENTS

Phase One							Phase Two				Teaching Centered Philosophy Themes			
R1	C 1	J 1	C 2	C 3	R2	J2	C4	R3	SA	J3	mid	final		
X	X	X		X		X				X	X		1. be creative	
		X		X		X					X		2. be flexible	
						X		X					3. be confident	
X		X					X						4. have subject matter knowledge	
						X				X			5. are not afraid to discipline	
													6. demand respect	
		X		X							X		7. be sensitive to learner needs	
		X		X		X					X	X	8. change teaching method	
X		X								X			9. teach culture	
		X			X								10. prevent ignorance through education	
		X				X					X		11. use a multisensory approach	
	X	X	X			X	X	X		X	X		12. be proficiency-oriented	
		X			X	X							13. understanding cultural diversity of classroom	
Prior to Any Teacher Observations	During Middle School Teacher Observations				During High School Teacher Observations									

OVERALL ANALYSIS OF ROSE'S WRITTEN DOCUMENTS

<u>PHASE ONE</u>										<u>PHASE TWO</u>					<u>TEACHING CENTERED PHILOSOPHY THEMES</u>		
R1	C 1	J 1	C 2	C 3	R2	mid	J2	C4	R3	SA	J3	final					
									X						1. try to have positive impact on lives/development of learners		
X		X						X							2. be a facilitator		
		X													3. tap into their natural curiosity		
			X												4. become part of the learning process by responding to student behavior		
				X									X		5. consider student interests		
		X		X			X								6. consider what motivates students		
		X						X							7. consider student needs		
		X													8. expose students to important concepts and make them reflect		
													X		9. provide opportunities for sharing		
X		X					X								10. teach culture		
															11. promote self-esteem/self-respect		
															12. help establish respect toward others		
		X											X		13. create a healthy learning environment at all times		
		X						X							14. provide an environment that minimizes behavioral problems allowing for productive learning		
			X				X								15. use class time effectively		
									X				X		16. have organized lessons with familiar routines		
		X	X												17. consider learner age and proficiency levels		
		X	X						X						18. consider classroom diversity and take appropriate measures to deliver lesson		
Prior to Any Teacher Observations		During Middle School Teacher Observations						During High School Teacher Observations									

OVERALL ANALYSIS OF YOLANDA'S WRITTEN DOCUMENTS

Appendix L: Physical Changes/Line-By-Line Analysis

Physical Change: Line-By-Line Analysis of Amy's Philosophy Statement

line	INITIAL/ MID	line	FINAL	REMARKS
4-6	I believe that my role as a teacher <u>will be to create</u> this conducive environment for language learning and <u>to enhance</u> the communication and knowledge base of each student.	23-26	I believe that my role as a teacher is <u>to create</u> an environment conducive to learning a language. This involves utilizing many different strategies and techniques to successfully enhance the communication and knowledge base of each student.	<p>4-6. Identifies two teacher responsibilities: (1) to create a conducive learning environment, and (2) to enhance learner communication and knowledge base.</p> <p>“will be to create . . .” vs. “is to create . . .” suggests change in perspective.</p> <p>Outsider to Insider Perspective.</p> <p>23-26. Identifies the creation of a conducive learning environment as the teacher responsibility. Enhancement of learner communication and knowledge are its consequences.</p> <p>Knowing to Knowing How.</p>
6-8	<u>By applying to the students' needs and interests</u> , learning and acquiring the target language should be creative and meaningful, rather than rote and unrelated.	26-29	<u>I will appeal to the students' needs and interests</u> by teaching in a creative and meaningful manner in which learning and acquiring the target language is an active role, rather than rote and unrelated.	<p>6. By applying to students' needs and interests--suggests to teachers to take into consideration learner needs and interests. Not as assertive in nature (“should be”).</p> <p>26. I . . . will appeal is expressed with confidence.</p> <p>Observation to Declaration.</p>

(table continues)

line	INITIAL/ MID	line	FINAL	REMARKS
6-8	<u>By applying to the students' needs and interests</u> , learning and acquiring the target language should be creative and meaningful, rather than rote and unrelated.	26-29	I <u>will appeal to the students' needs and interests</u> by teaching in a creative and meaningful manner in which learning and acquiring the target language is an active role, rather than rote and unrelated.	6-7. <u>Learning</u> a language is described as an experience that should be “creative and meaningful.” 26-27. “creative” and “meaningful” refer to <u>teaching</u> not learning. Clarification.
8-9	I <u>will</u> encourage and motivate my students to learn and speak ...	29-32	I <u>hope to</u> encourage, motivate, and inspire my students to learn and speak with confidence and skill through lessons that <u>incorporate various teaching methods</u> . . .	8. I “will encourage” versus 29. I “hope to encourage.” Self-assured to Less Confidence. 29. The term “inspire” was added to the sentence. A term more student implied. Insider to Outsider Perspective. 29-32. Added reference to using an eclectic approach for the purpose of motivating learners. [provides the means or the “know how”] Knowing to Knowing How.
13-14	“Language is a tool that gives access to another culture.”	34-35	“Language is a tool that gives access to another culture” <u>states Gerhard Fischer in his ACTFL article</u>	34-35. Added a reference

(table continues)

line	INITIAL/ MID line		FINAL	REMARKS
14	Cultural aspects should be <u>incorporated</u> within the curriculum to teach students our ethnic differences and to appreciate a <u>foreign way of life</u> .	36-37	Cultural aspects should be <u>involved</u> within the curriculum to teach students our ethnic differences and to appreciate a <u>different way of life</u> .	Differences in word choice: -- "incorporated" versus "involved" [incorporated suggests it is added on] [involved suggests that it is structurally part of] Word Replacement. -- "foreign" way of life versus "different" way of life [foreign suggests non-mainstream] [different suggests no mainstream] Word Replacement.
16-17	My class will thrive on the importance of awareness in today's multicultural society.	37-39	My class will thrive on the importance of awareness in today's multicultural society <u>by recognizing and appreciating cultural differences</u> .	37-39. Expands upon the previous idea by providing the means to attain the goal or the "know how." Knowing to Knowing How.
	... students obtain the richest, fullest language education.	41	... students obtain the richest language education.	41. deletes use of the term "fullest." Word Deletion.

WORD COUNT: 235

WORD COUNT: 270

Physical Change: Line-By-Line Analysis of Ariel's Philosophy Statements

line	INITIAL	line	MID	line	FINAL	REMARKS
1-3	The first thing that I feel makes a really good foreign language teacher is a teacher who can make the language learning experience something that is worthwhile and meaningful to the students.	68-70	The first thing that I feel makes a really good foreign language teacher is someone who makes the language learning experience meaningful to the students.	136-138	As a foreign language teacher, I must make the language meaningful to my students. I must show my students that knowing a foreign language can be an asset in the real world, especially when getting a job.	FINAL is more definitive in tone. It eliminates the use of affective words like "I feel . . ." Instead, it uses words like "I must . . ." which is more self assertive. Observation to Declaration.
5	. . . no connection to real life.	72	. . . or any connection to real life.			Fixed grammatical error. Grammatical Correction.
5-7	High school age students are more interested in what is <u>practical</u> to them outside of school rather than something they are learning for the sake of learning.	72-74	High school students are more interested in what has <u>real life application</u> outside of school rather than something they are learning for the sake of learning.			No change in meaning.

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
7-9	Here is where I feel that the use of authentic materials really comes into play. <u>The students gets a chance to</u> see that the foreign language is useful, and that it is all around them.	74-76	Therefore, I feel that the use of authentic materials really benefits students because <u>they get a chance to</u> see that the foreign language is useful, and all around them.	141-143	As a foreign language teacher, I will use authentic materials <u>to make learning more interesting, and show the students</u> that the language is all around them.	"I feel . . ." vs. "I will . . ." Latter is more confident and determined. Observation to Declaration. 7-9/74-76 are theoretical in nature. Outsider to Insider Perspective. 141-143 provides another reason to use authentic materials. Embellishment.

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
18- 20	I also believe that a good foreign language teacher has to <u>be creative</u> and use many different methods and strategies in order <u>to reach</u> the students. I really feel that an “eclectic” approach is the best way to do this.	83- 85	I believe a good foreign language teacher <u>is creative</u> and uses many different methods and strategies <u>to reach</u> students. I really feel that an “eclectic” approach is the best way to do this.	146- 148	As a foreign language teacher, I will use an eclectic approach <u>to teach</u> the students. I feel that a teacher cannot consistently use one method and expect to reach all of the students.	FINAL is more affirmative in tone. It does not use the affective term “I believe...” Instead, it states that “I will...” Observation to Declaration. Outsider to Insider Perspective.
18- 20	I also believe that a good foreign language teacher has to <u>be creative</u> and ... in order <u>to reach</u> the students. I really feel that an “eclectic” approach is the best way to do this.	83- 85	I believe a good foreign language teacher <u>is creative</u> and uses many different methods and strategies <u>to reach</u> students. I really feel that an “eclectic” approach is the best way to do this.	146- 148	As a foreign language teacher, I will use an eclectic approach <u>to teach</u> the students. I feel that a teacher cannot consistently use one method and expect to reach all of the students.	Reference to being creative is removed in FINAL. Word Deletion. FINAL utilizes the eclectic approach “to teach” the students. [more instructional in nature] General to Specific.

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
20- 22	I would like to reach as many of the students as possible, and I feel that if I have to, I can use several methods to teach one concept.	85- 87	I want to reach as many of the students as possible, therefore I feel that if I should incorporate many methods to teach one concept.	148- 150	I will incorporate many methods, such as Total Physical Response, visuals, and methods where students can jump in and start doing things (A haptic approach).	<p>FINAL expands on the previous statements by providing specific examples of techniques.</p> <p>General to Specific/ Knowing to Knowing How.</p> <p>Note the change in tone from being an aspiration (INITIAL/MID) to that of an assertion/declaration (FINAL). Aspiration to Declaration.</p>

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
24- 26	I also believe in having a warm , conducive environment for learning and to me, that means having posters, decorations , and etc. that surrounds the students in the language.	88- 90	I also believe in creating a warm environment conducive to learning by having posters, decorations, and the like immerse the students in the language.	151- 154	As a foreign language teacher, I feel that it is important to immerse the students in the language. I will create a warm environment conducive to learning. I will cover my room with posters, and decorations to keep students surrounded by the language.	" . . . creating a warm environment . . . " is more active in nature as compared to " . . . having a warm . . ." Outsider to Insider Perspective. Although the idea is present, there is no specific reference to "immerse" in INITIAL. Clarification. FINAL is more assertive in tone. Note word usage such as "I will create . . ." and "I will cover . . ." Observation to Declaration.
6- 27	In certain respects, I am also a haptic learner , and I would definitely use hands on experience to reach these students.	90- 91	I am also a haptic learner , which means that I learn best by jumping in and doing things.	148- 150	I will incorporate many methods, such as Total Physical Response, visuals, and methods where students can jump in and start doing things. (A haptic approach).	INITIAL/MID refers to self as a "haptic " learner. FINAL focuses on the learner and removes reference to self. Outsider to Insider Perspective. INITIAL made the only reference to a "hands on experience." Word Deletion.

(table continues)

line	INITIAL line	MID line	FINAL	REMARKS
28-30	As for theories, sometimes, I do feel that the Grammar-Translation method is the only way to instill the basics and set a foundation for the students to start with. However, I would not always use this.	93-94	I also believe in several theories, and I don't think that one theoretical method can be used all the time . For example, I feel that the Grammar-Translation method is the . . . but I would not use it all the time.	155-156 As a foreign language teacher, I believe in several theories , and feel that one theory cannot be used all the time. 93-94 proceeds with an explanation of each theory. Embellishment/General to Specific. 28-30. States that the Grammar-Translation method is the only way to instill the basics yet in MID/FINAL it is stated that no one method can be used all of the time. Clarification.
39-40	As for classroom management, I am a firm believer in rules and regulations to make the classroom pleasant for everyone.	107-109	When it comes to classroom management I believe that there have to be rules and regulations to make the classroom pleasant and effective for everyone .	161-165 The teacher must teach the students how to live the real world, which includes following rules and regulations. FINAL eliminates reference to self. Expressed in an official capacity therefore appears more assertive in nature. Observation to Declaration/ Outsider to Insider Perspective. MID adds on “ . . .and effective for everyone.” Embellishment.

(table continues)

40-41	However, I am not an autocrat either. I know that sometimes, weird things happen, and . . .	109-110	However, I also have to be <u>flexible</u> , <u>understanding</u> , and <u>show students that I can relate to them</u> . I know that sometimes, weird things happen, and . . .	170-171	As a foreign language teacher, I also believe that teachers must be <u>flexible</u> and <u>understanding</u> .	MID removes the word "autocrat" and instead identifies three characteristics that better describe what she meant. Word Deletion.
40-41	However, I am not an autocrat either. I know that sometimes, weird things happen, and . . .	109-110	However, I also I have to be <u>flexible</u> , <u>understanding</u> , and <u>show students that I can relate to them</u> . I know that sometimes, weird things happen, and . . .	170-171	As a foreign language teacher, I also believe that teachers must be <u>flexible</u> and <u>understanding</u> .	170-171. Eliminates ". . . and show students that I can relate to them. I know that . . ." Specific to General/ Reduction.
42-45	I will have enough trust in my students to give them the benefit of the doubt , yet not be naive, . . . I feel that I am being taken advantage of my understanding.	111-113	I will have enough trust in my students to give them the benefit of the doubt once in the odd while. After all, I can't forget that I was a student once.	171-172	It is important for student to realize that teachers are there to help them, and that we are with them, not against them.	Highlighted words were removed in FINAL. Word Deletion. 42-45/111-113 promotes the notion that students are adversaries and on opposite ends. Clarification. All reference to self as a former student was also removed. Outsider to Insider Perspective.

WORD COUNT: 945

WORD COUNT: 972

WORD COUNT: 561

Physical Change: Line-By-Line Analysis of Emily's Philosophy Statements

line	INITIAL	line	MID	line	FINAL	REMARKS
				49-53	<p>Classrooms must deviate from the traditional ideal that the teacher is the information giver and the students simple recipients.</p> <p>Learning becomes much more proficient when the classrooms are student-oriented; when student are actively involved in the lesson and learn how to teach each other.</p> <p>In fact, it has been proven that 90% of learning occurs through teaching.</p>	[Three new ideas introduced in FINAL] Embellishment. 52-53. The use of statistics to help support a point. Added Statistics.
8-9	Knowing that all students are different, it is important to satisfy all of their individual needs and learning styles.	28-29	Knowing that all students are different, it is important to structure the classroom in order to satisfy all of the individual needs and learning styles.	54-55	Knowing that all students are different, it is important to structure the classroom in order to satisfy all of the individual needs and learning styles.	8-9. Makes an assertion about the importance of knowing learner needs and learning style. 28-29/54-55. A means to obtaining the goal of satisfying all individual needs is identified in MID/FINAL. Knowing to Knowing How/ General to Specific

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
11-13	As students are being introduced to a new language and culture, it is important to be able to provide as many different exposures as possible, in order to assure a successful assimilation of the target language and culture.	31-33	As a result, each time a lesson is thought , it should incorporate all these skills that students require in order to successfully assimilate the target language and culture.	57-59	As a result, each time a lesson is presented , it should incorporate all of these skills that students require in order to successfully assimilate the target language and culture.	11-13/31-33/57-79. “As students are being introduced [sic] . . .” vs. “. . . each time a lesson is thought [sic]/presented” MID/FINAL are moving closer to the classroom. Outsider to Insider Perspective. 31-33/57-59. Overall, MID/FINAL appear to become more specific in nature. General to Specific.
16-17	Only when they have a concrete understanding of this idea are the students ready to learn a new language.	36-37	Only when they have developed motivation toward acquiring the new language , can learning take place.	67-68	Only when students have developed motivation toward acquiring the new language , can learning take place.	16-17. Identifies the understanding of social and political implications as being the sign of individual readiness to learn languages. 36-37/67-68. Identifies the affective factor of “motivation,” as being the sign of readiness. Unrealistic to Realistic.

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS	
				62- 67	[added] In Spanish, for examples, students should know since day one that they <u>will learn more</u> <u>about English</u> by learning Spanish, that Spanish is <u>the most</u> <u>commonly</u> <u>spoken language</u> in the United States after English, that 300,000,000 people in the world today speak Spanish, that <u>it opens</u> <u>career</u> <u>opportunities</u> , and that <u>it</u> <u>expands their</u> <u>interpersonal</u> <u>world as student</u> come in contact with Spanish- speaking people and their culture.		Specifically, identifies four reasons why it is important for students to understand the importance of learning a different language and how it affects the world in which we live in. Embellishment.

(tables continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
17- 21	However, that is not the only task they must master, learning a foreign language does not only include new phonology and new grammar structure, it also include the understanding of a new history, a new art, a new culture, and new people, different from the ones that surround us.	38- 42	Learning a foreign language is a never ending process. It does not simply consist of new phonology and new grammar structure, it also include the understanding of a new history, a new art, a new culture, and new people. In order for students to achieve this task they must be willing to totally immerse themselves in the target language.	70- 74	Learning a foreign language is a never ending process. It does not simply consist of new phonology and new grammar structure, it also include the understanding of a new history, a new art, a new culture, and new people. In order for students to achieve this task they must be willing to totally immerse themselves in the target language.	38-42/70-74. Removes “... different from the ones that surround us.” Word Deletion. 38-42/70-74. Expands on INITIAL by adding the fact that learning a foreign language “is a never ending process.” Embellishment/ Clarification. 41-42/72-73. Provides the means to achieving the task of learning a language. Knowing to Knowing How/General to Specific.

WORD COUNT: 260

WORD COUNT: 268

WORD COUNT: 402

Physical Change: Line-By-Line Analysis of Katie's Philosophy Statements

line	INITIAL	line	MID	line	FINAL	REMARKS
4-6	By the year 2010, Latinos will...	24	[added] according to the National Statistics	53	[same]	No change in meaning. Added References.
4-5	In order for students to retain and understand what is being taught to them, teachers <u>have to</u> be creative & flexible with their lessons.	27-29	In order for students to retain and understand what is being taught to them, teachers <u>should have</u> a multisensory approach to their learners & proficiency oriented teaching.	56-58	[same]	In order for students to retain their new language, INITIAL declares that teachers "have to" design creative and flexible lessons. In MID, there is a tonal change. Self-assured to Less Confident. MID/FINAL talks about how teachers should have a multisensory approach to their learners while INITIAL talks about teachers needing to be creative and flexible with their lessons. Both identify means to attaining a goal--but different goals. Concept Replacement.

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
		30-34	[added] When a teacher makes his/her classroom proficiency oriented...good classroom management.	59-62	[same]	Expands on the idea of having a multisensory approach to their learners & proficiency oriented teaching. Specific examples are provided. General to Specific/ Embellishment.
		40-42	A teacher needs to exemplify . . . and demands respect.	69-71	A <u>confident</u> teacher shows . . . and demands respect.	A clarification is made with the term "confident." Clarification/ General to Specific.
		42-44	When students feels that a teacher believes in their abilities , students are more apt to try harder . . .	72-74	When students do not feel anxiety from the teacher, they are more apt to try harder . . .	42-44. Focus is on the learner. 72-73. Teacher and student are working together. Outsider to Insider Perspective.

WORD COUNT: 295	WORD COUNT: 363	WORD COUNT: 373
-----------------	-----------------	-----------------

Physical Change: Line-By-Line analysis of Rose's Philosophy Statements

line	INITIAL line	MID	line	FINAL	REMARKS
	57-66	I expect to make a difference in the lives of my learners by having a positive impact on their academic, social and moral development of my students. I will not only teach the practical of the language, but also . . . I believe that possessing g the ability to speak a second language will open the doors in their future. I want to be the one that will open those doors for my students. I feel that I can expand beyond the normal lessons to show my students the importance of knowing the second most used language in the United States.			<p>Added on to the INITIAL statement with no modifications.</p> <p>MID picks up at line 57.</p> <p>No new teaching centric themes were introduced.</p> <p>Embellishment.</p>

(table continues)

line	INITIAL	line	MID	line	FINAL	REMARKS
				105-119	<p>As a foreign language teacher, classroom management is one of the most important things for me. . . I will try to provide an environment that will minimizes behavioral problems therefore allowing more time for productive learning. I could not tolerate uncontrolled behaviors knowing that those behaviors are taking precious time from learning. . . The content of my lessons should be appropriate for different ages and proficiency levels. Also, I must consider the diversity of my classroom and take appropriate measurements to deliver effective teaching. Only with . . . to accomplish my goals.</p>	<p>Added on to the MID statement with no modifications.</p> <p>FINAL picks up at line 105.</p> <p>Six new teaching centered themes were introduced.</p> <p>Add On New Themes/Ideas. Embellishment.</p>

WORD COUNT: 370

WORD COUNT: 517

WORD COUNT: 725

Physical Change: Line-By-Line analysis of Yolanda's Philosophy Statements

line	INITIAL/ MID	line	FINAL	REMARKS
1-8	Teachers are the heart in the school system. They must teach academics but also relate to students in a personal way taking into account that every student is different and must be treated equally. As a Foreign Language major, I believe that my abilities and expertise should be the main focus when dealing with students from different backgrounds, since all students have different capacities to learn and grasp the meaning of a language that is new to them. . .	36-43	Teachers are the heart in the school system. They must teach academics but also relate to students in a personal way taking into account that every student is different and must be treated equally. As a Foreign Language major, I believe that my abilities and expertise should be the main focus when dealing with students from different backgrounds, since all students have different capacities to learn and grasp the meaning of a language that is new to them. . .	Identical entries. No changes.

(table continues)

line	INITIAL/ MID line	FINAL	REMARKS
-12	As a future foreign language teacher I know that I have the ability to share my knowledge and to relate to quality is crucial when dealing with special populations, not only the handicapped ones but the ones that come from different cultures or who have family problems.	44-47 As a future foreign language teacher I plan to use an eclectic approach to reach to every student since learning styles are always different. I think that in order to gain students' attention, I must be able to put a lot of sources together because that is the only way that a class can be conducted effectively.	9-12. Indicates complete confidence in her abilities. Although this statement was removed from FINAL, the notion still remains. Subsumption. 44-47. Talks about a plan (the means) to reaching every student. Knowing to Knowing How. General to Specific. Embellishment. The term "eclectic" used for the first time. Add on New Theme.
		47-48 [added] I will also teach culture of the target language to provide a full experience and expand their knowledge.	FINAL introduces "culture" (as it relates to teaching) for the first time. Add on New Theme.

(table continues)

line	INITIAL/ MID	line	FINAL	REMARKS
20- 23	As a future mentor, I think <u>material reasons</u> should be left behind at least for the first couple of teaching years, one must have total confidence in teaching and know that unless passion for the job is present, accomplishing productive results will be slim.	49- 50	Besides using effective styles, I'm aware that teachers should walk into the classroom with confidence <u>because lack of such ability may interfere with gaining respect from other colleagues as well as students.</u>	20-23. Only INITIAL referred to "material reasons" (salary). Word Deletion. 20-23. Only INITIAL referred to the idea of passion. Word Deletion. 49-50. Embellishment/ Clarification.
		51- 53	Another approach needed in foreign language teaching is <u>authentic materials</u> since they expose the heart of learning a new language.	Authentic material is mentioned for the first time in FINAL. Add On New Theme.
20	... made no positive impact on me and consequently they lost <u>my respect</u> .	51	... <u>gaining respect</u> from other colleagues as well as students.	Respect is mentioned in two different capacity. INITIAL/MID refers to respect as it was experienced by the writer. FINAL refers to it from the perspective of other colleagues and students. Outsider to Insider Perspective.

(table continues)

line	INITIAL/ MID	line	FINAL	REMARKS
25- 26	Foreign language teachers should walk in the education field with an open mind, <u>allowing others to help them</u> with new strategies and techniques to enrich learning and cognitive abilities of each student.	53- 55	Of equal importance is <u>to get help and advice from other instructors</u> who may have more experience in the field and they can guide novice during their first teaching year.	Both refer to the receiving of feedback. MID expounds on the subject and describes specifically who to get help from. Embellishment. General to Specific. Reference to openmindedness deleted. Word Deletion.
12- 35	A teacher must not discriminate or be biased toward students . . . <u>Creativity</u> should play a major role in the lessons being taught . . . In short, my philosophy is to <u>be unselfish, to look always for the students' best interests, to give them my undivided attention</u> , my expectations from students . . . <u>Students' personal problems should not be forgotten or ignored</u> . Thus, they influence and determine how much progress they will make in the classroom environment and develop as young adults.			Three themes from the INITIAL/MID statement were eliminated in the FINAL. Theme Deletion.

Appendix M: Teaching Centered Themes from Participants' Philosophies

Teaching Centered Themes from Amy's Philosophy Statements

INITIAL	MID-SEMESTER	FINAL
1. create conducive learning environment	1. create conducive learning environment	1. create conducive learning environment
2. enhance knowledge base	2. enhance knowledge base	
3. enhance communication	3. enhance communication	
4. consider learner needs	4. consider learner needs	
5. consider learner interests	5. consider learner interests	
6. encourage learners	6. encourage learners	6. encourage learners
7. motivate learners	7. motivate learners	7. motivate learners
8. use an eclectic approach to teaching	8. use an eclectic approach to teaching	8. use an eclectic approach to teaching
9. teach grammar	9. teach grammar	9. teach grammar
10. teach culture	10. teach culture	10. teach culture
11. teach history	11. teach history	11. teach history
12. teach geography	12. teach geography	12. teach geography
		13. teach in a creative manner
		14. teach in a meaningful manner
		15. inspire learners

Teaching Centered Themes from Ariel's Philosophy Statements

INITIAL	MID-SEMESTER	FINAL
1. make language learning meaningful	1. make language learning meaningful	1. make language learning meaningful
2. make real-life connections	2. make real-life connections	2. make real-life connections
3. make learning fun	3. make learning fun	3. make learning fun
4. use authentic materials	4. use authentic materials	4. use authentic materials
5. be creative	5. be creative	
6. use an eclectic approach	6. use an eclectic approach	6. use an eclectic approach
7. use lots of visuals	7. use lots of visuals	7. use lots of visuals
8. know students learn differently	8. know students learn differently	8. know students learn differently
9. create conducive language learning environment	9. create conducive language learning environment	9. create conducive language learning environment
10. provide hands-on experience		
11. use rules and regulations	11. use rules and regulations	11. use rules and regulations
12. give students the benefit of the doubt	12. give students the benefit of the doubt	
13. be understanding	13. be understanding	13. be understanding
14. be flexible	14. be flexible	14. be flexible
15. use slogans to involve students	15. use slogans to involve students	15. use slogans to involve students
	16. immerse students	16. immerse students
	17. show students that you can relate to them	

Teaching Centered Themes from Emily's Philosophy Statements

INITIAL	MID-SEMESTER	FINAL
1. create learning environment that considers student interests and helps them to develop a strong curiosity for more learning	1. create learning environment that considers student interests and helps them to develop a strong curiosity for more learning	1. create learning environment that considers student interests and helps them to develop a strong curiosity for more learning
2. promote active learning	2. promote active learning	2. promote active learning
3. promote rational thinking	3. promote rational thinking	3. promote rational thinking
4. knowing students are different, consider their individual needs and learning styles	4. knowing students are different, consider their individual needs and learning styles	4. knowing students are different, consider their individual needs and learning styles
5. provide as many different exposures to target language		
6. need to teach the learning a importance/ world consequences of language	6. need to teach the learning a importance/ world consequences of language	6. need to teach the learning a importance/ world consequences of language
7. teach phonology	7. teach phonology	7. teach phonology
8. teach grammar	8. teach grammar	8. teach grammar
9. teach history	9. teach history	9. teach history
10. teach art	10. teach art	10. teach art
11. teach culture	11. teach culture	11. teach culture
	12. knowing students are different, structure classroom to meet different student needs and learning styles	12. knowing students are different, structure classroom to meet different student needs and learning styles
	13. incorporate various skills in language lessons that students require	13. incorporate various skills in language lessons that students require
		14. not just an information giver
		15. create student-oriented classrooms
		16. help students to teach each other

Teaching Centered Themes from Katie's Philosophy Statements

INITIAL	MID-SEMESTER	FINAL
1. be creative		
2. be flexible		
3. be confident	3. be confident	3. be confident
4. have subject matter knowledge	4. have subject matter knowledge	4. have subject matter knowledge
5. are not afraid to discipline	5. are not afraid to discipline	5. are not afraid to discipline
6. demand respect	6. demand respect	6. demand respect
7. be sensitive to learner needs	7. be sensitive to learner needs	7. be sensitive to learner needs
8. change teaching method	8. change teaching method	8. change teaching method
9. teach culture	9. teach culture	9. teach culture
10. prevent ignorance through education	10. prevent ignorance through education	10. prevent ignorance through education
	11. use a multisensory approach	11. use a multisensory approach
	12. be proficiency-oriented	12. be proficiency-oriented
	13. understanding cultural diversity of classroom	13. understanding cultural diversity of classroom

Teaching Centered Themes from Rose's Philosophy Statements

INITIAL	MID-SEMESTER	FINAL
1. try to have positive impact on lives/development of learners	1. try to have positive impact on lives/development of learners	1. try to have positive impact on lives/development of learners
2. be a facilitator	2. be a facilitator	2. be a facilitator
3. tap into their natural curiosity	3. tap into their natural curiosity	3. tap into their natural curiosity
4. become part of the learning process by responding to student behavior	4. become part of the learning process by responding to student behavior	4. become part of the learning process by responding to student behavior
5. consider student interests	5. consider student interests	5. consider student interests
6. consider what motivates students	6. consider what motivates students	6. consider what motivates students
7. consider student needs	7. consider student needs	7. consider student needs
8. expose students to important concepts and make them reflect	8. expose students to important concepts and make them reflect	8. expose students to important concepts and make them reflect
9. provide opportunities for sharing	9. provide opportunities for sharing	9. provide opportunities for sharing
10. teach culture	10. teach culture	10. teach culture
11. promote self-esteem/self-respect	11. promote self-esteem/self-respect	11. promote self-esteem/self-respect
12. help establish respect toward others	12. help establish respect toward others	12. help establish respect toward others
		13. create a healthy learning environment at all times
		14. provide an environment that minimizes behavioral problems allowing for productive learning
		15. use class time effectively
		16. have organized lessons with familiar routines
		17. consider learner age and proficiency levels
		18. consider classroom diversity and take appropriate measures to deliver lesson

Teaching Centered Themes from Yolanda's Philosophy Statements

INITIAL	MID-SEMESTER	FINAL
1. teach academics	1. teach academics	1. teach academics
2. personally relate to learners	2. personally relate to learners	2. personally relate to learners
3. consider learner differences	3. consider learner differences	3. consider learner differences
4. equal treatment of learners	4. equal treatment of learners	4. equal treatment of learners
5. have subject matter knowledge	5. have subject matter knowledge	5. have subject matter knowledge
6. make a difference in learners' education	6. make a difference in learners' education	6. make a difference in learners' education
7. understand learning development/styles	7. understand learning development/styles	7. understand learning development/styles
8. be creative	8. be creative	
9. establish respect	9. establish respect	9. establish respect
10. be confident	10. be confident	10. be confident
11. have passion for teaching	11. have passion for teaching	11. have passion for teaching
		12. get feedback
13. consider learner interests	13. consider learner interests	13. consider learner interests
14. be unselfish and give undivided attention	14. be unselfish and give undivided attention	
15. consider students' personal problems	15. consider students' personal problems	
		16. use an eclectic approach
		17. teach culture
		18. use authentic material

Appendix N: Teaching Centered Themes Not Mentioned by the Participants

Other Data Source Themes Not Mentioned in Amy's Philosophy Statements

PHASE I	TEACHING CENTERED ITEMS
JOURNAL	<p align="center">[Prior to Teacher Observations]</p> <ul style="list-style-type: none"> -teach in context -teach using real language -be confident -be enthusiastic -stress awareness of multiculturalism in today's society -use journal writing as a means to bridge communication between student and teacher -don't be boring and predictable -be flexible <p align="center">[Teacher Observations]</p> <ul style="list-style-type: none"> -need to flow smoothly from one activity to the next make good transitions -everything should fit together well/be organized -be energetic -be a role model in all aspects and not just in the content area -maintain discipline -use the journals as a toll for writing and for listening to directions -give points for participation -don't speak slowly or unnaturally so as to accustom the students to the authentic rhythm and sound -use a taperecorder sometimes, to let the class hear other dialogs and other voices -establish rules of the classroom -have students make their own rules -guide students along -go over the grading policy with the class -make language learning fun -do error corrections in a healthy, non-threatening manner -error correction is necessary to prevent bad habits from forming in students
REACTION PAPER #1	<ul style="list-style-type: none"> -provide opportunity for students to analyze target culture against and their own
REACTION PAPER #2 (STUDENT CHOICE)	<ul style="list-style-type: none"> -use authentic materials -know that even with beginner students, there are ways to incorporate literature in the classroom as an accompanying tool to the regular curriculum
CASE STUDY #1	<ul style="list-style-type: none"> -give students cues to get them started (e.g., examples) -try to lower affective filter of students

(table continues)

CASE STUDY #2	<ul style="list-style-type: none"> -need to satisfy all learning styles -need a balance between speaking target language and written grammar exercises -give more quizzes and review the common mistakes before a major exam -drilling should be complemented by practice using the concept being taught in written form of exercise and in speaking
CASE STUDY #3	
SELF-ANALYSIS	
PORTFOLIO REFLECTIONS	<p>[Case Study #1]</p> <ul style="list-style-type: none"> -when using a new style of teaching, go into it slowly and gradually, and present carefully so that it goes smoothly -use lots of target language in the classroom

PHASE II TEACHING CENTERED ITEMS

JOURNAL	<ul style="list-style-type: none"> -remember that not every day is going to be a great lesson -use visuals -while students hear words, they can also write it, which further emphasizes comprehension of the word -make language learning fun -when reviewing homework, put some necessary corrections on paper -consider different learner levels -be firm if you need to -be more open to criticism (e.g., supervisors)
REACTION PAPER #3	<ul style="list-style-type: none"> -must speak target language in front of the class -be confident -part of teaching involves a touch of acting or performing skills -will continue to learn along with the students
CASE STUDY #4	<ul style="list-style-type: none"> -don't leave students on their own without any formal group introduction of new materials/programs -guide students through new material/programs
PORTFOLIO REFLECTIONS	<p>[Case Study #4]</p> <ul style="list-style-type: none"> -should use computer to enhance language skills, and not teach it -should use computers to complement the curriculum
SELF-ANALYSIS: MICROSUPERVISOR EXPERIENCE	<ul style="list-style-type: none"> -need good warm-up -need good objectives -need good body (content) -need good conclusion/closure -be aware of voice projection/clearness -need to be firm/aggressive/less timid -use hands-on lessons when possible -write objectives in student active language (e.g., doing what skill)

Other Teaching Centered Themes Not Mentioned in ARIEL'S Philosophy

PHASE I	TEACHING CENTERED ITEMS
JOURNAL	<p>[Prior to Teacher Observations]</p> <ul style="list-style-type: none"> -know that there are different levels of competence -remember that grades rarely reflect the student's performance accurately -need to be proficient in the target language -need to let students know when they have made mistakes -promote active learning -teach culture -teach grammar <p>[Teacher Observations]</p> <ul style="list-style-type: none"> -need good classroom management -need good warm-up activity -need good closure -need to provide good explanations -need good motivators and incentives -build on students' past knowledge -teach culture -give students the ability to practice in several different situations -gradually go from grasping a main idea to getting deeper meaning so that the students don't get frustrated -make advance organizers/guidelines for what to look out for, and make it easier to understand what is going on -getting context after helps and so does getting it right away (contextualized language learning/teaching) -promote active student participation -teach different language skills -the first time around, the students should try to guess what exactly they are reading -consider learner interests -it is better for oral proficiency to do them (e.g., dialogues) orally rather than written drills and exercises all of the time -error correction is important -teacher can correct errors by giving his/her own proper answer and the students can model after the teacher -give bonus points -language and culture are inseparable -use culture capsules -be prepared for class -use pop quizzes to keep students on task -do periodic student notebook checks -should equally teach both the practical and creative manners of writing

(table continues)

PHASE I	TEACHING CENTERED ITEMS
	<ul style="list-style-type: none"> -an effective tactic for discipline is negative reinforcement -do things out of order so that they are not just memorized blindly, rather students really get to know them -start with familiar things -do more than just teach the language -keep students busy and out of trouble -always have extra work put aside in the case someone finished early -needn't raise voice -let students do self-check work as a motivator to develop honesty -help students to see that cultures are really not all that different
REACTION PAPER #1	<ul style="list-style-type: none"> -teach culture -teach form -teach content -establish partner school in target country to help students practice and learn about target culture firsthand -help to develop curiosity in students through questions
REACTION PAPER #2 (STUDENT CHOICE)	<ul style="list-style-type: none"> -need to consider use of other assessment techniques (e.g., portfolio)
CASE STUDY #1	<ul style="list-style-type: none"> -give examples/role model for students -avoid mechanical exercises -practice speaking versus everything in writing -use advance organizers -promote active learning
CASE STUDY #2	<ul style="list-style-type: none"> -don't embarrass student with too many error corrections -give quizzes instead of one large exam to see growth -drill students orally in the grammatical structures versus strictly written -have students do dialogues themselves instead of relying overly on tapes -have students internalize rules--not just drills/written exercises
CASE STUDY #3	<ul style="list-style-type: none"> -consider student needs -need to utilize more student-centered activities -be prepared for class/good time management
PORFOLIO REFLECTIONS	<p>[Reaction Paper #1]</p> <ul style="list-style-type: none"> -everything in class should have a goal -be a guide to the students <p>[Case Study #1]</p> <ul style="list-style-type: none"> -avoid rote, mechanical teaching <p>[Case Study #2]</p> <ul style="list-style-type: none"> -finer points of grammar should be saved until the basics are learned -need to have small quizzes that build up to one big exam -need active student participation <p>[Case Study #3]</p> <ul style="list-style-type: none"> -need to consider the human element

(table continues)

PHASE II	TEACHING CENTERED ITEMS
JOURNAL	<ul style="list-style-type: none"> -the more fun activities are, the easier it is to learn, and to want to learn -let students do the homework checks -no need to yell -reassure students by telling them to calm down if they seem nervous -use group work -allow students to do free writing/writing without notes or other "crutches" -start with what is familiar -try not to separate culture and the language -have separate sections in your book for various points -don't rush into technology -use rewards as motivators -giving praise can be merely thanking students fro giving the correct answer -give error correction in a very non-threatening way -use humor to diffuse a situation -demand respect -give zeros if students talk or if heads are down on the desks -establish commonalties between different cultures and countries -remember at level 1, everyone is at square 1 and no one is really at an advantage over anyone else -remember teachers are also learners and are always learning, changing, and improving themselves and their teaching methods -don't answer questions while students writing at the board, but wait until they are done -pick students who have not done anything all period long to get them to participate -use pairing activities -through letter writing, give students opportunities to let the teacher know how the student is feeling on various issues -need respect from students -a very calm air puts students at ease
REACTION PAPER #3	<ul style="list-style-type: none"> -remember language learning is a constant process for both you and the student/teachers are constantly learning, too -never will become perfectly fluent in the target language/you are not perfect -get outside practice/find opportunity to practice -prepare for class (e.g., re-reading some of the text before class)
CASE STUDY #4	<ul style="list-style-type: none"> -need training in whatever you are using in class (e.g., computers) -provide guidance with good explanations
PORTFOLIO REFLECTIONS	

(table continues)

PHASE II	TEACHING CENTERED ITEMS
SELF-ANALYSIS: MICROTEACHING EXPERIENCE	<ul style="list-style-type: none">-use gestures-provide good explanations-give hints to students during classroom activities-move around in class-make classroom activities as authentic as possible-try not to misspell words-don't be stiff when in front of students-be prepared for class-be confident-use large visuals so that students can see it-put objectives on board so that students can see it-prepare advance organizers

Other Teaching Centered Themes Not Mentioned in EMILY's Philosophy

PHASE I	TEACHING CENTERED ITEMS
JOURNAL	<ul style="list-style-type: none"> -establish classroom management/need complete control of the room -try new methods of teaching -make students also responsible for classroom management -promote respect for self and others -speak as clearly as possible -important to teach language in context -lower student anxiety for learning -make students responsible for their own learning
REACTION PAPER #1	<ul style="list-style-type: none"> -be a facilitator -contextualize language learning (make it meaningful) -teachers need to be familiar with target culture -provide "hands-on" language learning opportunities
REACTION PAPER #2 (STUDENT CHOICE)	<ul style="list-style-type: none"> -the focus of teaching should be on what learners can do with language -understand the importance of "stage setting" to prepare students for class -give overall input and guided practice to insure students are learning relevant information -remember that guided practice stimulates the students' zone of proximal development -understand importance of reviewing with students at the end of the day
CASE STUDY #1	<ul style="list-style-type: none"> -use more target language -less emphasis on grammar/more on communication
CASE STUDY #2	<ul style="list-style-type: none"> -apply the grammar to everyday language (not only drilled exercises from book) -contextualized the lesson -don't just correct errors/provide explanations -break down the grammar rules for the students -continuously review what was learned
CASE STUDY #3	<ul style="list-style-type: none"> -don't teach too conservatively -don't be too structured in one's approach to teaching (need flexibility)
PORTFOLIO REFLECTIONS	<ul style="list-style-type: none"> -know importance of giving students hands-on experiences (case study #1) -realize students are intimidated by error corrections (case study #2) -be qualified (have subject matter knowledge)(case study #3) -be motivated -move away from structured language teaching

(table continues)

PHASE II	TEACHING CENTERED ITEMS
JOURNAL	<ul style="list-style-type: none"> -don't teach at a slow pace -use role playing to review vocabulary -teach with emphasis on context/not so much on language itself -be confident -be prepared for class -give both positive and corrective feedback -call on students by name -give everyone a turn -use a variety of classroom exercises and media to help facilitate the process of learning
REACTION PAPER #3	<ul style="list-style-type: none"> -be confident -be prepared for class -learning is never complete (note: a learning centered theme) -need to have subject matter expertise -use as much target language as possible -try not to intimidate students with the language and its associated "new world" -maximize communication -minimize language learning anxiety -to gain student respect, be honest -both teachers and students must immerse themselves totally in the target language and its culture (note: a learning centered theme) -promote meaningful communication
CASE STUDY #4	<ul style="list-style-type: none"> -be fair/don't judge students based on one assignment -provide extra aid/support for those who need it
PORTFOLIO REFLECTIONS	<ul style="list-style-type: none"> -Be confident (reaction paper #3) -use lots of target language (reaction paper #3) -be honest and students will respect you
SELF-ANALYSIS: MICROSUPERVISED TEACHING EXPERIENCE	<ul style="list-style-type: none"> -use a variety of media -be clear with directions -give feedback to students -give guided practice -remember voice projection and variation in tone -pronounce words clearly -be confident -take class time allocation into consideration

Other Teaching Centered Themes Not Mentioned in KATIE's Philosophy

PHASE I	TEACHING CENTERED ITEMS
JOURNAL	<p align="center">[Prior to Teacher Observations]</p> <ul style="list-style-type: none"> -provide meaningful language experience -provide conducive language learning environment -encourage students -be enthusiastic -show interest -promote cooperative learning -know that accuracy is important at higher levels -give constructive feedback -developing challenging lessons -promote intrinsic motivation <p align="center">[Teacher Observations]</p> <ul style="list-style-type: none"> -need routines -promote active student participation -be consistent -know your learners/be aware of different learning styles -use authentic materials -teach grammar -consider the affective value of teaching activities -give varied feedback to students -provide students with step-by-step practice -do error correction in a subtle way -be patient
REACTION PAPER #1	<ul style="list-style-type: none"> -encourage students -be excited (enthusiastic) and show interest -know target culture
REACTION PAPER #2	<ul style="list-style-type: none"> -be sensitive to learner differences
CASE STUDY #1	<ul style="list-style-type: none"> -don't be teacher centered -lessons need to be meaningful
CASE STUDY #2	
CASE STUDY #3	<ul style="list-style-type: none"> -lessons need to be meaningful to student lives
PORTFOLIO REFLECTIONS	<ul style="list-style-type: none"> -teach both grammar and oral communication (case study #1) -lessons must be meaningful (case study #2)

(table continues)

PHASE II	TEACHING CENTERED ITEMS
JOURNAL	<ul style="list-style-type: none"> -make learners comfortable -use intrinsic rewards (use incentives) -make language learning a meaningful experience -do subtle error corrections -be dynamic -teach grammar -have a good closure -pronounce African-American names correctly -need effective classroom management
REACTION PAPER #3	<ul style="list-style-type: none"> -provide conducive learning environment -teach both written and oral language -lower students' anxiety levels/make students feel comfortable -spend time in the target community
CASE STUDY #4	<ul style="list-style-type: none"> -be responsible -work needs to be meaningful
PORTFOLIO REFLECTIONS	<ul style="list-style-type: none"> -work needs to be meaningful (case study #4) -be responsible (case study #4)
SELF-ANALYSIS: MICROTEACHING EXPERIENCE	<ul style="list-style-type: none"> -be animated -give good homework -use good class activities -involve students -explain objectives -have good closure -tie warm-up in with lesson

Other Teaching Centered Themes Not Mentioned in ROSE's Philosophy

PHASE I	TEACHING CENTERED ITEMS
JOURNAL	<p>[Prior to Teacher Observations]</p> <ul style="list-style-type: none"> -promote oral communication -help students to establish self confidence -be passionate about teaching -have knowledge of the language -feedback and evaluation should be constant -give realistic scenarios that they would encounter in the real world -use a variety of material to teach -provide realistic practice in communicating skills -teach reading integrated along with speaking and listening rather than treated as a separate entity -utilize activities that require a higher level of thinking skills on the part of the students <p>[Teacher Observations]</p> <ul style="list-style-type: none"> -go over class rules with the students -promote active student participation -make students responsible for own learning -need smooth transitions from one activity to the next -need knowledge on how to deliver meaningful effective teaching (pedagogical knowledge) -use a variety of sources to promote cultural understanding. -build on prior knowledge and experiences -praise students for giving the right answer -use realia as a means of visual aids -use student-oriented activities -give students opportunities to not only use "real" language but also to simulate a real life setting -introduce vocabulary before the play (advance preparation helps make it meaningful) -use visual aids -role model for students -help students to be confident -use emotions, gestures, facial expressions -make learning fun -error correction leads to greater accuracy in the target language but if used all the time the students might feel ridiculed and embarrassed -make students feel good (e.g., putting them in charge)
REACTION PAPER #1	<ul style="list-style-type: none"> -teaching of a foreign language shouldn't get bogged down to simply following the set rules of grammar and mechanics -provide opportunities for students to practice their language skills -help students develop learning identity (e.g., explorer or tourist)

(table continues)

PHASE I**TEACHING CENTERED ITEMS**

REACTION PAPER #2	-use portfolios to help the students think more deeply and creatively -use portfolios as an assessment tool
CASE STUDY #1	-proficiency in tandem with grammar -teach a meaningful lesson
CASE STUDY #2	-make sure to use error correction the “right” way -teach a meaningful lesson
CASE STUDY #3	-use fun activities that aren’t monotonous and grammar centered -come to class well rested (not tired)
PORTFOLIO REFLECTIONS	[Case Study #1] -don’t focus too much on grammar -need to promote oral communication [Case Study #2] -don’t focus too much on grammar -need more student interaction -don’t rely so much on books and tapes [Case Study #4] -it is the teacher’s responsibility to give adequate instruction on how to use a new medium (e.g., computer)

PHASE II**TEACHING CENTERED ITEMS**

JOURNAL	-use literature to teach specific grammatical structures and vocabulary -use literature to engage students in critical thinking by absorbing them in things they like not only cognitively but also emotionally -help students make real-life connections -give bonus points each time students speak in target language -be consistent -make every effort possible to keep students attention
REACTION PAPER #3	-remember that anxiety can inhibit teacher’s ability to effectively present the target language in the classroom -learn to channel that nervous energy into more positive behavior -be honest and up front with your students concerning your weaknesses with the language
CASE STUDY #4	-remember nothing can take the role of a teacher (e.g., computers) -students need practice with a new system before completing a task
PORTFOLIO REFLECTIONS	[Reaction Paper #3] -need to be organized -have subject knowledge -have pedagogical knowledge -remember that a native language teacher does not necessarily make a good teacher

(table continues)

PHASE II	TEACHING CENTERED ITEMS
SELF-ANALYSIS: MICROTEACHING EXPERIENCE	<ul style="list-style-type: none">-use gestures-use advance organizers-use visuals-prepare good handouts-need to be organized-lesson needs to be in context-don't speak too low or too fast-make lesson objectives clear (e.g., put on overhead)-watch spelling-be confident

Other Teaching Centered Themes Not Mentioned in YOLANDA's Philosophy

PHASE I	TEACHING CENTERED ITEMS
JOURNAL	<ul style="list-style-type: none"> -don't bombard learners with too much information -consider student needs -be enthusiastic -be pleasant -use incentives -minimize behavioral problems/enforce discipline -don't emphasize pronunciation -use cooperative learning -need nice closure -don't rush students -don't give long tests -state clear test questions -give feedback -be even tempered
REACTION PAPER #1	<ul style="list-style-type: none"> -make conversation more meaningful -need to know proper teaching methods -need to have routines -need to motivate students
REACTION PAPER #2	
CASE STUDY #1	<ul style="list-style-type: none"> -model for students -make it a meaningful experience
CASE STUDY #2	<ul style="list-style-type: none"> -give students experience and confidence -teach grammar -provide opportunities to role play -give feedback
CASE STUDY #3	<ul style="list-style-type: none"> -don't teach in a monotone voice
PORTFOLIO REFLECTIONS	<ul style="list-style-type: none"> -make class fun, effective and meaningful -diagnose a problem early so not to suffer the consequences -know one's boundaries, strengths, and weaknesses

(table continues)

PHASE II	TEACHING CENTERED ITEMS
JOURNAL	-have positive attitude -conduct class in orderly way -build self esteem in students -be patient -be eager
REACTION PAPER #3	-always update skills and teaching styles
CASE STUDY #4	
PORTFOLIO REFLECTIONS	
SELF-ANALYSIS: MICROSUPERVISED TEACHING EXPERIENCE	-give feedback -active student participation -have a lesson plan -use visuals -move around room -need clear voice projection -need eye contact -motivate learners - contextualized lessons -don't rush the learners

REFERENCES

- Adler, S. (1984). A field study of selected student teacher perspectives toward social studies. Theory and Research in Social Education, 12, 13-30.
- Adler, S. (1991). The reflective practitioner and the curriculum of teacher education. Journal of Education for Teaching, 17(2), 139-150.
- Adler, S., & Goodman, J. (1986). Critical theory as a foundation for methods course. Journal of Teacher Education, 37(4), 2-8.
- Alexander, D., Muir, D., & Chant, D. (1992). Interrogating stories: How teachers think they learned to teach. Teaching & Teacher Education, 8(1), 59-68.
- Anderson, J. B. & Freiberg, J. H. (1995). Using self-assessment as a reflective tool to enhance the student teaching experience. Teacher Education Quarterly, 22(1), 77-91.
- Angell, R. (1942). A critical review of the development of the personal document method in sociology 1920-1940. In L. Gottschalk, C. Kluckhohn, & R. Angell (Eds.), The use of personal documents in history, anthropology, and sociology. New York: Social Science Research Council, 1945.
- Antonek, J. L., McCormick, D. E., & Donato, R. (1997). The student teacher portfolio as autobiography: Developing a professional identity. The Modern Language Journal, 81(1), 15-17.
- Applegate, J., & Shaklee, B. (1992). In L. Valli (Ed.), Reflective teacher education: Cases and critiques, (pp. 65-81). Albany, NY: State University of New York Press.

- Arends, R. I. (1994). Learning to teach. New York, NY: McGraw-Hill, Inc.
- Armaline, W. D., & Hoover, R. L. (1989). Field experience as a vehicle for transformation: Ideology, education, and reflective practice. Journal of Teacher Education, 40(2), 42-48.
- Bailey, K. M. (1992). The processes of innovation in language teacher development: What, why and how teachers change. In J. Flowerdew, M. Brock, and S. Hsia (Eds). Perspectives on second language teacher education, (pp. 253-282). Kowloon, Hong Kong: City Polytechnic of Hong Kong.
- Ball, D. L. (1989). Breaking with experience in learning to teach mathematics: What do they bring with them to teacher education? Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Barry, N. H. (1994, November). Promoting reflective practice among undergraduate education majors in an elementary music methods course. A paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.
- Bartlett, L. (1989). Images of reflection: a look and a review. Qualitative studies in education, 2(4), 351-357.
- Bartlett, L. (1996). Teacher development through reflective teaching. In J.C. Richards & D. Nunan (Eds.), Second language teacher education, (pp. 202-214). New York, NY: Cambridge University Press.
- Barton, J., & Collins, A. (1993). Portfolios in teacher education. Journal of Teacher Education, 44(3), 200-209.

- Becker, H., Geer, B., Hughes, E., & Strauss, A. (1961). Boys in white. Chicago, IL: University of Chicago Press.
- Belanoff, P., & Dickson, M. (1991). Portfolios: Process and product. NH: Boynton/Cook Publishers, Inc.
- Berelson, B. (1952). Content analysis in communication research. Glencoe, IL: The Free Press.
- Biddle, J. (1992). Portfolio development in teacher education and educational leadership. A paper presented at the American Association of Colleges for Teacher Education, San Antonio, TX.
- Biddle, J. R., & Lasley, T. J. (1991). Portfolios and the process of teacher education. A paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Bogdan, R. C. & Biklen, S. K. (1982). Qualitative research for education: An introduction to theory and methods. Boston, MA: Allyn and Bacon, Inc.
- Bolin, R. S. (1986). Helping student teachers think about teaching. Journal of Teacher Education, 39(2), 48-54.
- Bolin, R. S. (1987, April). Students' conceptions of teaching. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Bolin, F. (1990). Helping student teachers think about teaching: Another look at Lou. Journal of Teacher Education, 41(1), 10-19.

- Boud, D., Rosemary, K., & Walker, D. (1985). What is reflection in learning? (Introduction). In Boud, Rosemary, & Walker (Eds.), Reflection: Turning experience into learning, (pp. 7 -17). New York, NY: Nichols Publishing Company.
- Boud, Rosemary, & Walker (Eds.) (1985). Reflection: Turning experience into learning. New York, NY: Nichols Publishing Company.
- Britzman, D. (1986). Cultural Myths in the making of a teacher: Biography and social structure in teacher education. Harvard Educational Review, 56, 442-472.
- Britzman, D. (1991). Practice makes practice: A critical study of learning to teach. Albany, NY: State University of New York Press.
- Brookfield, S. D. (1995). Becoming a critically reflective teacher. San Francisco, CA: Jossey-Bass Publishers.
- Brookhart, S. , & Freeman, D. (1988). How do teacher education faculty members define desirable teacher beliefs? Teaching and Teacher Education, 4(3), 267-273.
- Bruneau, B. (1993, December). Exploring preservice students' perceptions of literacy instruction: Listening to students. A paper presented at the Annual Meeting of the National Reading Conference, Charleston, S.C.
- Buckmann, M. & Schwille, J. (1983). Education: The overcoming of experience. American Journal of Education, 92(1), 30-51.
- Bullough, R.V., & Gitlin, A. D. (1989). Toward educative communities: Teacher education and the quest for the reflective practitioner. Qualitative Studies in Education, 2(4), 285-298.

Bullough, R., & Knowles, J. (1991). Teaching and nurturing: Changing conceptions of self as teacher in a case study of becoming a teacher. Qualitative Studies in Education, 4, 121-140.

Calderhead, J. (Ed.) (1988). Teachers' professional learning. Philadelphia, PA: Falmer.

Calderhead, J. (Ed.) (1989). Exploring Teachers' Thinking. London, England: Cassell Education Limited.

Calderhead, J. (1992). The role of reflection in learning to teach. In L. Valli (Ed.), Reflective teacher education: Cases and critiques, (pp. 139-146). Albany, NY: State University of New York Press.

Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. Teaching & Teacher Education, 7(1), 1-8.

Canon, H. L. (1981). Changing directions in one language methods class. Foreign Language Annals, 14(4-5), 279-285.

Carney, T. F. (1972). Content analysis: A technique for systematic inference from communications. Manitoba, Canada: University of Manitoba Press.

Carr, W., & Kemmis, S. (1983). Becoming critical: Knowing through action research. Victoria, Australia: Deakin University Press.

Carroll, J. A., Potthoff, D., & Huber, T. (1996). Learnings from three years of portfolio use in teacher education. Journal of Teacher Education, 47(4), 253-262.

Carter, K. (1989). Using cases to frame mentor-novice conversation about teaching. Theory Into Practice, 27(3), 214-222.

- Carter, K. (1990). Teachers' knowledge and learning to teach. In W. Houston (Ed.), Handbook of research on teacher education (pp. 291-310). New York: MacMillan
- Ciriello, M. J., Valli, L., & Taylor, N. E. (1992). In L. Valli (Ed.), Reflective teacher education: Cases and critiques. (pp. 99-115). Albany, NY: State University of New York Press.
- Civil, M. (1993). Prospective elementary teachers' thinking about teaching mathematics. Journal of Mathematical Behavior, 12, 79-109.
- Clandinin, D.J. (1985). Personal practical knowledge: A study of teachers' classroom images. Curriculum Inquiry, 15(4), 361-385.
- Clandinin, D. J. (1986). Classroom practice: Teacher images in action. London: Falmer Press.
- Clandinin, D. J. & Connelly, F. M. (1984). Teachers' personal practical knowledge: Image and narrative unity. Working paper. Toronto, Canada: The Ontario Institute for Studies in Education.
- Clark, C. (1988). Asking the right questions about teacher preparation: Contributions of research on teacher thinking. Educational Researcher, 45(3), 5-12.
- Clark, C., & Peterson, P. (1986). Teachers' thought processes. In M. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 255-296). New York :Macmillan.
- Clark, C. M. & Yinger, R. J. (1987) Teacher planning. In J. Calderhead (Ed.) Exploring teachers' thinking (pp. 84-103). London, England: Cassell Educational Limited.

- Clarke, A. (1995). Professional development in practicum settings: Reflective practice under scrutiny. Teaching & Teacher Education, 11(3), 243-261.
- Clemmons, J., Laase, L., Cooper, D., Arellano, N., & Dill, M. (1993). Portfolios in the classroom: A teacher's sourcebook. New York, NY: Scholastic.
- Clift, R. T., Houston, W. R., & Pugach, M. C. (Eds.), Encouraging reflective practice in education. New York, NY: Teachers College Press.
- Cole, A. (1989, March). Making explicit implicit theories of teaching: Starting points in preservice programs. A paper presented at the Annual Meeting of the American Education Research Association, San Francisco, CA.
- Cole, A. (1990). Personal theories of teaching: Development in the formative years. The Alberta Journal of Educational Research, 36, 203-222.
- Connelly, M. F., & Clandinin, J. D. (1988). Teachers as curriculum planners: Narrative of experience. New York, NY: Teachers College Press.
- Cruickshank, D. R. (1987). Reflective teaching: The preparation of students of teaching. Reston, VA: Association of Teacher Educators.
- Deese, J. E. (1965). The structure of associations in language and thought. Baltimore, Md: The Johns Hopkins Press.
- Denzin, N. (1984). The research act. Englewood Cliffs, NJ: Prentice Hall.
- Dewey, J. (1904). The relation of theory to practice in education. In C.A. McMurry (Ed.), The relation of theory to practice in the education of teachers (Third yearbook of the National Society for the Scientific Study of Education, Part I). Chicago, IL: University of Chicago Press.

- Dewey, J. (1910). How we think. Boston, MA: D.C. Heath & Co.
- Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process. Boston, MA: D.C. Heath and Company.
- Edmundson, P.J. (1990). A normative look at the curriculum in teacher education. Phi Delta Kappan, 71, 717-722.
- Feiman-Nemser, S., & Buchmann, M. (1987). When is student teaching teacher education? Teaching & Teacher Education, 3(4), 255-273.
- Feiman-Nemser, S., & Buchmann, M. (1989). Describing teacher education: A framework and illustrative findings from a longitudinal study of six students. The Elementary School Journal, 89(3), 365-377.
- Feiman-Nemser, S., McDiarmid, G., Melnick, S., & Parker, M. (1989). Changing beginning teachers' conceptions: A description of an introductory teacher education course. (Report No. 89-1). East Lansing, MI: National Center for Research on Teacher Education.
- Fellows, N.J. (1993). The importance of reading, writing and talking in preservice teachers' thinking changes. A paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.
- Ferguson, P. (1989). A reflective approach to the methods practicum. Journal of Teacher Education, 40(2), 36-41.
- Fischer, G. (1996). Tourist or explorer? Reflection in the foreign language classroom. Foreign Language Annals, 29(1), 73-81.

- Flowerdew, J., Brock, M., & Hsia, S. (Eds.) (1992). Perspectives on second language teacher education. Kowloon, Hong Kong: City Polytechnic of Hong Kong.
- Freidus, H. (1996). Reflection in teaching: Can it be taught? A paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Freiberg, J. H., & Waxman, H. C. (1990). Reflection and the acquisition of technical teaching skills. In R. T. Clift, W. R. Houston, & M. C. Pugach (Eds.), Encouraging reflective practice in education (pp. 119-138). New York, NY: Teachers College Press.
- Freppon, P. A. & MacGillivray, L. (1996). Imagining self as teacher: Preservice teachers' creations of personal profiles of themselves as first-year teachers. Teacher Education Quarterly, 23(2), 19-33.
- Gay, L. R. (1987). Educational research: Competencies for analysis and application. Columbus, OH: Merrill Publishing Company.
- Geiger, J., & Shugarman, S. (1988). Portfolios and case studies to evaluate teacher education and student and programs. Action in Teacher Education, 10(3), 31-34.
- Geltner, B.B. (1993). Integrating formative portfolio assessment. A paper present at the annual Convention of the University Council for Education Administration, Houston, TX.
- Glaser, B. G., & Strauss, A. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago, IL: Aldine.
- Goetz, J. and LeCompte, M. (181). Ethnographic research and the problem of data reduction. Anthropology and Education Quarterly, 12, 51-70.

Good, T. L. & Brophy, T. E. (1990). Educational psychology: A realistic approach. MA: Addison Wesley Publishing Company.

Goodman, J. (1984). Reflection and teacher education: A Case study and theoretical analysis. Interchange, 15(3), 9-26.

Goodman, J. (1986). University education courses and the professional preparation of teachers: A descriptive analysis. Teaching & Teacher Education, 2(4), 341-353.

Goodman, J. (1988). Constructing a practical philosophy of teaching: A study of preservice teachers' professional perspectives. Teaching and Teacher Education, 4(2), 121-137.

Goodman, J., & Adler, S. (1985). Becoming an elementary social studies teacher: A study of perspectives. Theory and Research in Social Education, 13(20), 1-20.

Gore, J. M. (1987). Reflecting on reflective teaching. Journal of Teacher Education, 38(2), 33-39.

Green, T. F. (1971). The Activities of Teaching. NY: McGraw-Hill

Green, M. L., & Campbell, C. (1993). Becoming a teacher: The contribution of teacher education. Alberta Dept. of Education, Edmonton.

Green, J.E. & Smyser, S.O. (1995). Changing conceptions about teaching: The use of portfolios with pre-service teachers. Teacher Education Quarterly, 22(2), 43-53.

Griffin, G. A. (1989). A descriptive study of student teaching. Elementary School Journal, 89, 343-364.

Grimmett, P. P. (1988). The nature of reflection and Schon's conception in perspective. In P. P. Grimmett & G. L. Erickson (Eds.), Reflection in teacher education (pp. 5-15). New York, NY: Teachers College Press.

Grimmett, P. P. & Erickson, G. L. (Eds.) (1988). Reflection in teacher education. New York, NY: Teachers College Press.

Grimmett, P. P., MacKinnon, A. M., Erickson, G. L., & Riecken, T. J. (1990). In R. T. Clift, W. R. Houston, & M. C. Pugach (Eds.), Encouraging reflective practice in education (pp. 20-38). New York, NY: Teachers College Press.

Guillaume, A.M., & Yopp, H.K. (1995). Professional portfolios for student teachers. Teacher Education Quarterly, 22(4), 93-101.

Gunstone, R. F. & Northfield, J. R. (1986, April). Learners--Teachers--Researchers: Consistency in implementing conceptual change. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Gunstone, R. F., & Northfield, J. (1992). Conceptual change in teacher education: The centrality of metacognition. A paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, Ca.

Gwenith, T., & Eade, G.E. (1983). The portfolio process: New roles for meeting challenges in professional development. A paper presented at the Annual Conference of the Association of Teacher Educators, Pensacola, FL.

Habermas, J. (1971). Knowledge and human interests. Boston: Beacon Press.

Hadley, O.A. (1993) Teaching languages in context. Boston, MA: Heinle & Heinle Publishers.

- Hamm, M., & Adams, D. (1992). Portfolios: A valuable tool for reflection and assessment. The Journal of Experiential Education, 15(1), 48-50.
- Handal, G., & Lauvas, P. (1987). Promoting reflective teaching: Supervision in action. London: England: Open University Press.
- Harrington Quinn-Leering, K. (1996). Written case analyses and critical reflection. Teaching & Teacher Education, 12(1), 25-37.
- Hatton, N. & Smith, D. (1994, July). Facilitating reflection: Issues and research. A paper presented at the Conference of the Australian Teacher Education Association, Queensland, Australia.
- Hatton, N. & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. Teaching and Teacher Education, 11(1), 33-49.
- Hawkey, K. (1996). Image and the pressure to conform in learning to teach. Teaching & Teacher Education, 12(1), 99-108.
- Hitchcock, G. & Hughes, D. (1989). Research and the teacher. New York, NY: Routledge.
- Hollingsworth, S. (1989). Prior beliefs and cognitive change in learning to teach. American Educational Research Journal, 26(2), 160-189.
- Holsti, O. L. (1969). Content analysis for the social sciences and humanities. Menlo Park, CA: Addison-wesley Publishing Company.
- Holt-Reynolds, D. (1992). Personal history-based beliefs as relevant prior knowledge in course work. American Educational Research Journal, 29, 325-349.

Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating language teachers' feelings of foreign language anxiety. Foreign Language Annals, 29(3), 365-372.

Howey, K. & Zimpher, N. (1996). Patterns of prospective teachers: Guide for designing Preservice programs. In B. F. Murray (Ed.), The teacher educator's handbook, (pp. 470-505). San Francisco, CA: Jossey-Bass Publisher.

Hunt, D. E. (1987). Beginning with ourselves in practice, theory, and human affairs. Cambridge, MA: Brookline Books, Inc.

Jenson, R. A. (1994). Fear of the known. Using audio-visual technology as a tool for reflection in teacher education. A paper presented at the Annual Meeting of the Association of Teacher Educators, Atlanta, GA.

Johnson, K. (1994). The emerging beliefs and instructional practices of preservice English as a second language teachers. Teaching & Teacher Education, 10(40), 439-452.

Johnston, S. (1992). Images: A way of understanding the practical knowledge of student teachers. Teaching & Teacher Education, 8(2), 123-136.

Jones, M. G., & Vesilind, E. (1994). Changes in the structure of pedagogical knowledge of middle school preservice teachers. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Kagan, D. (1990) Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. Review of Educational Research, 60(3), 419-469.

- Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. Review of Educational Research, 62 (2), 129-169.
- Kaplan, A. (1964). The conduct of inquiry. Scranton, PA: Chandler.
- Kasten, B. J. (1990). A study of individual patterns in the use of reflective thinking in the self reports of a field experience. Unpublished doctoral dissertation, University of Maryland, Maryland.
- Kasten, B.J., & Ferraro, J.M. (1995). A case study: Helping preservice teachers internalize the interconnectedness of believing, knowing, seeing, and doing. A paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Kemmis, S. (1985). Action research and the politics of reflection. In D. Boud, R. Keogh, & D. Walker (Eds.), Reflection: Turning experience into learning (pp. 139-163). New York, NY: Nichols.
- Kettle, B., & Sellars, N. (1996). The development of student teachers' practical theory of teaching. Teaching & Teacher Education, 12(1), 1-24.
- Killion, J. P. & Todnem, G. R. (1991). A process of personal theory building. Educational leadership, 48(6), 14-16.
- Kolb, D. A. (1984). Experiential learning. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Kottkamp, R. B. (1990). Means for facilitating reflection. Education and Urban Society, 22(2), 182-203.

- Korthagen, F. A. J. (1988). The influence of learning orientations on the development of reflective teaching. In J. Calderhead (Ed.), Teachers' professional learning (pp. 35-50). Philadelphia, PA: Falmer.
- Korthagen, F. A. J. (1992). Techniques for stimulating reflection in teacher education seminars. Teaching and Teacher Education, 8(3), pp. 265-274.
- Korthagen, F. A. J. & Wubbels, T. (1991). Characteristics of reflective practitioners: Towards an operationalization of the concept of reflection. A paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Krippendorff, K. (Ed.) (1969). The analysis of communication content. New York, NY: John Wiley & Sons, Inc.
- Lancey, D. F. (1993). Qualitative research in education: An introduction to the major traditions. New York, NY: Longman Publishing Group.
- Lasley, T. J. (1980). Preservice teacher beliefs about teaching. Journal of Teacher Education 31(2), 38-41.
- LaBoskey, V. K. (1994). Development of reflective practice: A study of preservice teachers. New York, NY: Teachers College Press.
- Levin, B. B., & Ammon, P. (1992). The development of beginning teachers' pedagogical thinking: A longitudinal analysis of four case studies. Teacher Education Quarterly, 19 (24), 19-37.
- Lortie, S. (1975). Schoolteacher: A sociological study. Chicago: University of Chicago Press.

Loughran, J. & Corrigan, D. (1995). Teaching portfolios: A strategy for developing learning and teaching in preservice education. Teaching & Teacher Education, 11(6), p. 556-577.

Lundeberg, M., & Fawver, J. E. (1994). Thinking like a teacher: Encouraging cognitive growth in case analysis. Journal of Teacher Education, 45(4), 289-297.

MacKinnon, A. M. & Erickson, G. L. (1988). Taking Schon's Ideas to a science teaching practicum. In P. P. Grimmett & G. L. Erickson (Eds.), Reflection in Teacher Education (pp. 113-138). New York, NY: Pacific Educational Press.

MacKinnon, A. (1989). Conceptualizing a 'reflective practicum' in constructivist science teaching. Unpublished doctoral dissertation, University of British Columbia, British Columbia.

Marshall, C. & Rossman, G. B. (1989). Designing qualitative research. Newbury Park, CA: SAGE Publications Ltd.

McCaleb, J., Borko, H., & Arends, R. (1992). In L. Valli (Ed.), Reflective teacher education: Cases and critiques, (pp. 40-64). Albany, NY: State University of New York Press.

McCallister, C. (1994). Assessing ourselves first: Developing teaching portfolios to document change. A paper presented at the Annual Spring Conference of the National Council of Teachers of English, Portland, OR.

McDaniel, J. E. (1991). Close encounters: How do student teachers make sense of the social foundations? Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

- McDiarmid, G. W. (1990). Challenging prospective teachers' beliefs during early field experience: A quixotic undertaking. Journal of Teacher Education, 41(3), 12-20.
- McDiarmid, G. W. (1992). What to do about differences? A study of multicultural education for teacher trainees in the Los Angeles Unified School District. Journal of Teacher Education, 43(2), 83-93.
- McLaughlin, M., & Kennedy, E. (1993). A classroom teacher's guide to performance assessment. Princeton, NJ: Houghton Mifflin Company.
- McMahon, S. I. (1997). Using documented written and oral dialogue to understand and challenge preservice teachers' reflections. Teaching and Teacher Education, 13(2), 199-213.
- McNeely, S. R., & Mertz, N. T. (1990, April). Cognitive constructs of pre-service teachers: Research on how student teachers think about teaching. A paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.
- Merseth, K. (1991). The case for cases in teacher education. Washington, DC: AAHE.
- Moeller, A. J. (1994, April). Portfolio assessment: A showcase for growth and learning in the foreign language classroom. In G.K. Crouse (Ed.), Meeting new challenges in the foreign language classroom (pp. 103-114). Selected papers for the annual Central States Conference on the Teaching of Foreign Languages, Kansas City, MO.

Morine-Dershimer, G. (1989). Pre-service teachers' conceptions of content and pedagogy: Measuring growth in reflective, pedagogical decisionmaking. Journal of Teacher Education, 40(5), 46-52.

Murray, F. (1996) (Ed.). The teacher educator's handbook. San Francisco, CA: Jossey-Bass Publishers.

Newman, K. (1978). Middle-aged experience teachers' perceptions of their career development. Unpublished doctoral dissertation, The Ohio State University.

Niles, K., & Bruneau, B. (1994). Portfolio assessment in preservice courses: Scaffolding learning portfolios. A paper presented at the Annual Meeting of the National Reading Conference, San Diego, CA.

Oberg, A. (1986, April). Staff development through individual reflection on practice. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Ohlhausen, M.M., & Ford, M.P. (1990). Portfolio assessment in teacher education: A tale of two cities. A paper presented at the annual Meeting of National Reading Conference, Miami, FL.

Oja, S.N., Diller, A., Corcoran, E., & Andrew, M. D. (1992). Communities of inquiry, communities of support: The five year teacher education program at the University of New Hampshire. In L. Valli (Ed.), Reflective teacher education: Cases and critiques, (pp. 3-23). Albany, NY: State University of New York Press.

Ojanen, S. (1996). Analyzing and evaluating student teachers' developmental process from point of self-study. Finland: University of Joensuu. (ERIC Document Reproduction Service No. ED 398 196).

O'Loughlin, M. (1990). Evolving beliefs about teaching and learning. The View from Hofstra University: A perspective on teachers' beliefs and their effects. A paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Olson, M. W. (1991). Portfolios: Educational tools. Psychology, 12(1), 73-80.

Olson, M. (1993, June). Knowing what counts in teacher education. Paper presented at the Canadian Association of Teacher Educators, Canadian Society of Studies in Education Conference, Ottawa.

Osterman, K. F. (1990). Reflective practice: A new agenda for education. Education and Urban Society, 22(2), 133-152.

Osterman, K. F., & Kottkamp, K. F. (1993). Reflective practice for educators: Improving schooling through professional development. Newbury Park, CA: Corwin Press.

Pajares, R. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. Review of Educational Research, 62(3), 307-332.

Pajares, F. (1993). Preservice teachers' beliefs: A focus for teacher education. Action in Teacher Education, 15(2), 45-54.

Patton, M. Q. (1990). Qualitative evaluation and research methods. Newbury Park, CA: Sage.

- Paulson, L.F., Paulson, P. R., & Meyer, C. A. (1991). What makes a portfolio a portfolio? Educational Leadership, 48(5), 60-63.
- Pelletier, C.M. (1994). Teacher portfolio: Reflection in Action. A paper presented as the annual Meeting of the American Education Research Association, New Orleans, LA.
- Perl, S. (1979). The composing process of unskilled college writers. Research in the Teaching of English, 13, 317-336.
- Porter, P.A., Goldstein, L.M., Leatherman, J., & Conrad, S. (1996). An ongoing dialogue: learning logs for teacher preparation. In J.C. Richards & D. Nunan (Eds.), Second Language Teacher Education, (pp. 227-240). New York, NY: Cambridge University Press.
- Putnam, J., & Grant, S.G. (1992). In L. Valli (Ed.), Reflective teacher education: Cases and critiques, (pp. 82-98). Albany, NY: State University of New York Press.
- Richardson, V. & Anders, P. (1994). Teacher change and the staff development process: A case in reading instruction (pp. 90-108). New York, NY: Teachers College Press.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In the Handbook of Research on Teacher Education (2nd ed., pp. 102-119). New York, NY: Simon and Schuster MacMillan.
- Richert, A. (1991). Case methods and teacher education: Using cases to teach teacher reflection. In R. Tabachnick & K. Zeichner (Eds.), Inquiry-oriented teacher education (pp. 130-150). London: Falmer.

- Ross, D. D. (1989). First steps in developing a reflective approach. Journal of Teacher Education, 40(2), 22-30.
- Ross, D. D. (1990). Programmatic structures for the preparation of reflective teachers. In R. T. Clift, W. R. Houston, & M. C. Pugach (Eds.), Encouraging reflective practice in education (pp. 97-118). New York, NY: Teachers College Press.
- Ross, D. D., Johnson, M., & Smith, W. (1992). In L. Valli (Ed.), Reflective teacher education: Cases and critiques, (pp. 24-39). Albany, NY: State University of New York Press.
- Ross, D. D. & Smith, W. (1992). Understanding preservice teachers' perspectives on diversity. Journal of Teacher Education, 43(2), 94-103.
- Ross, E. W., (1988). Becoming a teacher: The development of preservice teacher perspectives. Action in Teacher Education, 10(2), 101-108.
- Ryan, J. M., & Kuhs, T. M. (1993). Assessment of preservice teachers and the use of portfolios. Theory Into Practice, 32(2), 75-81.
- Ryan K., Applegate, J., Johnston, J., Lasley, T., Mager, G., & Newman, K. (1979). My teacher education program? Well . . . "First-year teachers reflect and react. Peabody Journal of Education, 56 (3), 267-271.
- Salzillo, F., & Van Fleet, A. (1977). Student teaching and teacher education: A sociological model for change. Journal of Teacher Education, 28, 27-31.
- Sanders, D., & McCutcheon, G. (1986). The development of practical theories of teaching. Journal of Curriculum and Supervision, 2(1), 50-67.
- Schon, D. A. (1987). Educating the reflective practitioner. San Francisco, CA:

Jossey-Bass.

Sergiovanni, T. J., & Starratt, R. J. (1979). Supervision: Human perspectives.

New York, NY: McGraw-Hill.

Sharp, R., & Green, A. (1975). Education and social control. London:

Routeledge and Kegan Paul.

Shaw, E. L. & Cronin-Jones, L. (1989). Influence of methods instruction on pre-service elementary and secondary science teachers' beliefs. A paper presented at the Annual Meeting of the Mid-South Educational Research Association, Little Rock, AR.

Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In

P. P. Grimmett & G. L. Erickson (Eds.), Reflection in Teacher Education, (pp. 31-38).

New York, NY: Pacific Educational Press.

Shrum, J. L., & Glisan, E. W. (1994). Teacher's handbook: Contextualized

language instruction. Boston, MA: Heinle and Heinle Publishers.

Simon, M. A., & Mazza, W. (March, 1993). From learning mathematics to

teaching mathematics: A case study of a prospective teacher in a reform-oriented

program. Paper presented at the annual meeting of the North American Chapter of the

International Group for the Psychology of Mathematics Education, Monterey, CA.

Smyth, J. (1987) (Ed.). Educating teachers: Changing the nature of pedagogical

knowledge. London: Falmer Press.

Sommer, B. & Sommers, R. (1991). A practical guide to behavioral research:

Tools and techniques. New York, NY: Oxford University Press.

- Spradley, J. P. & McCurdy, D. W. (1972). The cultural experience. Ethnography in complex society. Chicago: Science Research Associates.
- Stake, R. E. (1995). The art of case study research. Thousand Oaks, CA: Sage Publications.
- Strauss, A. (1987). Qualitative analysis for social scientists. New York, NY: Press Syndicate of the University of Cambridge.
- Strauss, A., & Corbin, J. (1990). Basics of qualitative research. Newbury Park, CA: Sage Publications.
- Strickland, K.M. (1990). Changes in perspectives: Student teachers' development of a reading instructional philosophy. A paper present at the Annual Meeting of the Association of Teacher Educators, Las Vegas, NV.
- Tabachnick, B. R., & Zeichner, K.M. (1984). The impact of the student teaching experience on the development of teacher perspectives. Journal of Teacher Education, 35(6), 28-36.
- Tabachnick, B. R., & Zeichner, K. M. (1991). Reflections on reflective teaching. In B. R. Tabachnick & K. M. Zeichner (Eds.), Inquiry-oriented teacher education (pp. 1-21). London: Falmer.
- Tabachnick, B. R. & Zeichner, K. M. (1991) (Eds). Inquiry-oriented teacher education. London: Falmer.
- Tardif, C. (1985). On becoming a teacher: The student teacher's perspective. The Alberta Journal of Educational Research, 31(2), 139-148.

- Tomkiewicz, W.C. (1991). Reflective teaching and conceptual change in an interdisciplinary elementary methods course. A paper presented at the Annual Conference of the National Association of Research in Science Teaching, Fontana, WI.
- Tremmel, R. (1993). Zen and the art of reflective practice in teacher education. Harvard Educational Review, 63(4), 434-458.
- Valli, L. (Ed.) (1992). Reflective teacher education. Albany, NY: State University of New York Press.
- Van Manen, J. (1977). Linking ways of knowing with ways of being practical. Curriculum Inquiry, 6(3), 205-228.
- Walker, D. (1985). Writing and reflection. In Boud, Rosemary, & Walker (Eds.), Reflection: Turning experience into learning, (pp. 52-68). New York, NY: Nichols Publishing Company.
- Wear, S. T. & Harris, J. C. (1994). Becoming a reflective teacher: The role of stimulated recall. Action in Teacher Education, 16(2), 4-51.
- Webster's II New Riverside University Dictionary. (1988). Boston, MA: Houghton Mifflin Company.
- Wedman, J. M., & Martin, M. W. (1986). Exploring the development of reflective thinking through journal writing. Reading Improvement, 23(1), 68-71.
- Weinstein, C. S. (1988). Preservice teachers' expectations about the first year of teaching. Teaching & Teacher Education, 4(10), 31-40.
- Weinstein, C. (1989). Teacher education students' preconceptions of teaching. Journal of Teacher Education, 40(2), 53-60.

Weinstein, E. A. , & Tamur, J. M. (1978). Meanings, purposes, and structural resources in social interaction. In J. G. Manis & B. N. Meltzer (Eds.), Symbolic interaction (3rd ed., pp. 138-140). Boston: Allyn & Bacon.

Wilcox, S., Schram, P., Lappan, G., & Lanier, P. (1990). The role of a learning community in changing preservice teachers' knowledge (Research Report 91-1). East Lansing: National Center for Research on Teacher Learning, College of Education, Michigan State University.

Wile, J.M. (1994). Using portfolios to enable undergraduate pre-service teachers to construct personal theories of literacy. A paper presented to the annual Meeting of the College Reading Association, New Orleans, LA.

Wildman, T. M., Niles, J. A., Magliaro, s. G., & McLaughlin, R. A. (1990). Promoting reflective practice among beginning and experienced teachers. In R. T. Clift, W. R. Houston, & M. C. Pugach (Eds.), Encouraging reflective practice in education (pp. 139-162). New York, NY: Teachers College Press.

Wilson, S. M. (1990). The secret garden of teacher education. Phi Delta Kappan, 72, 204-209.

Wilson, S., & Cameron, R. (1994). What do student teachers perceive as effective teaching? A paper presented at the Annual Conference of the Australian Teacher Education Association, Brisbane, Queensland, Australia.

Wing, B. H. (1995). The pedagogical imperative in foreign language teacher education. In G. Guntermann (Ed.), Developing language teachers for a changing world. Lincolnwood, IL.: National Textbook Company.

- Wolf, K. (1991). The schoolteacher's portfolio: Issues in design, implementation, and evaluation. Phi Delta Kappan, 73 (21), 129-135.
- Wubbels, T. (1992). Taking account of student teachers' preconceptions. Teaching & Teacher Education, 8(2), 137-149.
- Yinger, R., & Clark, C. (1981). Reflective journal writing: Theory and practice. Occasional paper No. 50. East Lansing, MI: Michigan State University Institute for Research on Teaching.
- Zeichner, K. M. (1981). Reflective teaching and field-based experience in teacher education. Interchange, 12(4), 1-22.
- Zeichner, K. M. (1987). Preparing reflective teachers: An overview of instructional strategies which have been employed in preservice teacher education. International Journal of Educational Research, 11(5), 565-75.
- Zeichner, K. M. & Liston, D. P. (1987). Teaching student teachers to reflect. Harvard Educational Review, 57(10), 23-48.
- Zeichner, K. M., & Liston, D. P. (1996). Reflective teaching. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Zeichner, K. M., Tabachnick, B. R., & Densmore, K. (1987). Individual, institutional, and cultural influences on the development of teachers' craft knowledge. In J. Calderhead (Ed.), Exploring Teachers' Thinking, (pp. 21-59). London: Cassell Educational Limited.